

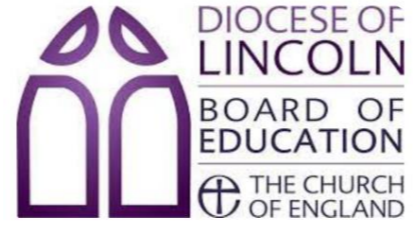


Subject Overview Skegness Infant and Junior Academies

Subject – Religious Education



Our Curriculum Partners for Religious Education



Knowing More and Remembering More
 Children's responses are taken at the start and end of the unit, with each lesson linking back to that question and children becoming able to answer the question with an extra layer of knowledge and at a greater level of depth. Children are encouraged to reflect on previous learning and use that to explain their current understanding. Additional opportunities on interactive programmes, such as Bedrock and Kahoot, enable children to revisit key topic vocabulary.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Time Travellers	Above and beyond	Telling Tales	A World Apart	Blue Planet	This is Me

Reception

Sense of self-link to PSED
 Begin to understand that their choices can be different or the same as their peers.
 Know that their preferences should be respected by others.
 Participate in conversations and consider and evaluate different viewpoints.

Recount-Literacy
 Recount and retell experiences in sequence. People and Communities
 Know that there are special places of worship.
 Name different beliefs and practices of Christianity.
 Respond and order some religious stories from the bible.
 Know why religious venues are special and who goes there.
 Comments on a wide range of celebrations-Diwali, Christmas Eid and their own experiences.

EAD-creating with materials
 Build simple models which replicate those in real life using a variety of resources

Year 1	Time Travellers Topic Overview	Above and Beyond Topic Overview	Telling Tales Topic Overview	A World Apart Topic Overview	Blue Planet Topic Overview	This is me Topic overview
Disciplinary vocabulary:	Christianity	Christianity	Islam	Islam	Judaism	Christianity
	<p><u>Key Criteria</u> To explore a range of religious stories and sacred writings and talk about their meanings. Reflect on how spiritual and moral values relate to their own behaviours. Recognise that religious teachings and ideas make a difference to individuals,</p>	<p><u>Key Criteria</u> What is a church? What are the key features of a church and how do they connect with Christian beliefs about God, the world and human beings? What makes a Christian church a special place? What other kinds of spaces do Christian's worship in?</p>	<p><u>Key Criteria</u> What do different Muslims do to express their beliefs? What celebrations are important to Muslims? What are the different practices associated with these celebrations and what do they tell us about Muslim beliefs about God, human beings and the world?</p>	<p><u>Key Criteria</u> How is Allah described in the Qur'an? What do Muslims learn about Allah and their faith from the Qur'an? Festivals: Eid ul-Fitr (end of the month of Ramadan), Eid ul-Adha</p>	<p><u>Key Criteria</u> What is the relevance of the Torah scroll? How do Jewish people show respect to the Torah - Ner Tamid?</p>	<p><u>Key Criteria</u> To know why the candle is important to Christians. To explain why prayer is important to Christians. To identify features of a baptism. To order the story of Jesus' baptism.</p>
	<p><u>Key findings</u></p>	<p><u>Key findings</u></p>	<p><u>Key findings</u></p>	<p><u>Key findings</u></p>	<p><u>Key findings</u></p>	

	<p>families and the local community.</p> <p><u>Key findings</u></p> <p>To know a Christian story and relate to its moral values.</p> <p>Understand the meanings behind Christian parable such as 'The Good Samaritan'</p> <p>https://www.twinkl.co.uk/search?q=the+good+samaritan+ks1&c=244&ca=23&ct=ks2&r=teacher&fco=0&fa=2.3</p> <p>To express what we can we learn from the stories(morals)</p> <p>To know why it is important to be kind.</p> <p><u>Key Vocabulary</u></p> <p>Moral</p> <p>Bible stories</p> <p>Key enrichment experiences:</p> <p>Harvest Festival</p> <p>Food collection and year group learn and sing songs about Harvest</p> <p>Visit to local church for Harvest Festival?</p>	<p>I can talk about the importance of the 10 commandments.</p> <p>https://www.twinkl.co.uk/search?q=the+ten+commandments+ks1&c=244&ca=23&ct=ks2&r=teacher&fco=0&fa=2.3</p> <p>I understand the rules I would we like to live by.</p> <p>I can discuss the Christingle and how Advent is important to Christians.</p> <p>https://www.twinkl.co.uk/search?q=advent+ks1&c=244&ca=23&ct=ks2&r=teacher&fco=0&fa=2.3</p> <p>To explain the Christmas story and its meaning.</p> <p>https://www.bbc.co.uk/teach/class-clips-video/articles/z7fp382</p> <p>To know how people feel on a special day</p> <p>To explore how music, food, gatherings, presents and stories help us to celebrate.</p> <p>To explore how sights, sounds, symbols and pictures go with worship in the religion we are learning.</p> <p>https://www.bbc.co.uk/bitesize/subjects/z2yxb7h</p> <p>What are special days in my life?</p> <p><u>Key Vocabulary</u></p> <p>Candle</p> <p>Church</p> <p>Worship</p> <p>Christians</p> <p>Community</p> <p>Christmas</p> <p>Christingle Community</p> <p>Shared practices</p> <p>Key enrichment experiences</p> <p>Nativity</p>	<p>Understand how Muslims express their beliefs.</p> <p>I can see the meaning behind religious stories.</p> <p>What rules would you write to help make the world a better place?</p> <p>I can explain what The Qur'an is and why the Qur'an is special to Muslims?</p> <p>https://www.twinkl.co.uk/resource/re-belonging-what-does-it-mean-to-belong-to-the-muslim-community-year-1-lesson-5-t-re-1659449495</p> <p><u>Key Vocabulary</u></p> <p>Qur'an</p> <p>Muslims</p> <p>Allah</p> <p>Respect</p> <p>Community</p> <p>Key enrichment experiences</p> <p>World Religion Day joint project with SJA.</p>	<p>Understand festivals are important to the Islam faith.</p> <p>How can you show respect?</p> <p>How do you celebrate Easter?</p> <p>Watch video</p> <p>https://www.bbc.co.uk/bitesize/topics/zdykjs/articles/zbmrqycW</p> <p>What do you know about Easter?</p> <p><u>Key Vocabulary</u></p> <p>Respect-link to school values</p> <p>Celebration</p> <p>Prayer mats</p> <p>Worship</p> <p>Ramadam</p> <p>Fasting</p> <p>Eid</p> <p>Easter</p> <p>Key enrichment experiences</p> <p>Easter craft workshop</p>	<p>To know the relevance of the Torah scroll and the yad</p> <p>Understand how Jewish people show respect to the Torah.</p> <p>Understanding of the Tzitzit and the 10 commandments</p> <p>Can I explain the importance of the tallit?</p> <p>What have you found out about the holy writings?</p> <p>https://www.twinkl.co.uk/search?q=judaism+ks1&c=244&ca=23&ct=ks2&r=teacher&fco=0&fa=2.3</p> <p><u>The Jewish Story of Hanukkah - BBC Teach</u></p> <p><u>Key vocabulary</u></p> <p>Jewish</p> <p>Community</p> <p>Torah</p> <p>Tallit</p> <p>Respect</p> <p>Ten commandments</p> <p>Synagogue</p> <p>Tzitzit</p> <p>Key enrichment experiences</p> <p>Visit to local church-St Matthew's</p>	<p>To explore what happens during Holy communion.</p> <p>To explain the message in 'The Good Samaritan'.</p> <p><u>Key findings</u></p> <p>Know about the importance of the Paschal candle</p> <p>https://www.twinkl.co.uk/resource/t-t-27221-paschal-candle-powerpoint</p> <p>I can express why prayer important to Christians</p> <p>https://www.bbc.co.uk/bitesize/topics/zryj6rd/articles/z96jxg8</p> <p>I can explain what happens at a baptism.</p> <p>https://www.bing.com/videos/riverview/relatedvideo?q=baptism+year+1&mid=D8D8CE49B2A36FA720E4D8D8CE49B2A36FA720E4&FORM=VIRE</p> <p><u>Key vocabulary</u></p> <p>Symbol</p> <p>Paschal candle</p> <p>Candle</p> <p>Baptism</p> <p>Christening</p> <p>Ceremony</p> <p>Wedding</p> <p>Lord's Prayer</p>
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Year 2	Thankfulness	Thankfulness Judaism	Being Human-Islam	Life Journey - Islam	Being Human-Christianity	Life Journey-Christianity
	<p><u>Key Criteria:</u></p> <p>To identify things that I am thankful for.</p> <p>To understand Jewish beliefs and how they show thankfulness.</p> <p>Saying Thank you for the harvest.</p> <p>To explore different ways in which Christians around the world celebrate harvest.</p> <p>To be able to make connections with the gifts of the created world and the gift of Jesus.</p> <p><u>Key findings</u></p> <p>To know that Indian harvest is at Christmas time.</p> <p>To express the ways, I can show thankfulness.</p> <p>I know what happens at Harvest time, why it is important and why it is celebrated.</p> <p>https://www.twinkl.co.uk/resource/tp-re-037-planit-re-year-2-nature-and-god-lesson-3-harvest-christianity-lesson-pack</p> <p>Can I say why things like gatherings, food and music help us to celebrate. (Discussion based activities about the opportunities we have to gather as a family/</p>	<p><u>Key Criteria:</u></p> <p>To understand what Sukkot is and how it is celebrated.</p> <p>To discuss a Jewish covenant.</p> <p>To understand the concepts of law and Mitzvot.</p> <p>To discuss a Jewish Sukkot.</p> <p>To reflect on where I belong in society and feel like I belong.</p> <p>To write about The Christmas story.</p> <p><u>Key findings</u></p> <p>To understand the celebrations that are important to the Jewish faith focusing on Shabbat. https://www.bbc.co.uk/teach/school-radio/articles/zvsj96f</p> <p>To know that a Sukkah should have at least three walls and a covering. The walls can be of any material but should be sturdy enough to withstand an ordinary wind. https://www.myjewishlearning.com/article/the-sukkah/#:~:text=The%20rabbis%20of%20the%20Talmud%20stipulated%20that%20a,be%20sturdy%20enough%20to%20withstand%20an%20ordinary%20wind.</p> <p>I can explain The Christmas story and understand the importance of it to Christians. https://www.bbc.co.uk/bitesize/articles/zxqmjsg</p>	<p><u>Key Criteria:</u></p> <p>To write about Islam beliefs. To describe the five pillars of Islam. To discuss the teachings of the shariah.</p> <p>To discuss Akhlaq and how we can make good choices.</p> <p>To understand the importance of serving others and showing compassion.</p> <p>To explore the story of prophet Nuh.</p> <p><u>Key findings</u></p> <p>I know about the core beliefs that are important to Muslims.</p> <p>I know about the five pillars of Islam and their importance to Muslims. https://www.bbc.co.uk/bitesize/articles/znhjqqt#:~:text=Islam%20is%20the%20name%20of%20the%20religion%2C%20and,Islam%20means%20%27submission%20to%20the%20will%20of%20God%27.</p> <p>Shahada, or the declaration of faith. Salah, the act of praying five times a day. Zakat, the act of charitable giving. Sawn, the practice of fasting. Hajj, the pilgrimage to Mecca.</p> <p>I can discuss how we could make the world a more harmonious place.</p> <p><u>Key vocabulary</u></p> <p>Imam (Faith)</p>	<p><u>Key Criteria:</u></p> <p>To understand the importance of The Qur'an.</p> <p>To explore what happens at an Aqiqah.</p> <p>Birth of a baby as a blessing. To explore what happens at an Aqiqah.</p> <p><u>Key findings</u></p> <p>To understand the word respect and identify how we can show respect to one another.</p> <p>To understand how Muslims celebrate birth.</p> <p>The Aqiqah ceremony -</p> <p>In the Islamic faith, Muslims welcome babies in a ceremony called the Aqiqah (pronounced Ak-kee-ka) which is usually held on the seventh day after the baby is born. This is when the baby is introduced to family and friends. They celebrate and share a meal together.</p> <p>https://www.twinkl.co.uk/resource/tp-re-295-re-ceremonies-qiqah-islam-year-2-lesson-2#:~:text=In%20the%20Islamic%20faith%2C%20Muslims%20welcome%20babies%20in,friend%20They%20celebrate%20and%20share%20a%20meal%20together.</p> <p>Hair weighing ceremony- look to maths order length mass, volume < > =</p> <p>To discuss why charity is important in Islam.</p>	<p><u>Key Criteria:</u></p> <p>To explore the meaning of new words-love and neighbour.</p> <p>To discuss Christian ceremonies and explore the importance of them.</p> <p>To discuss differences and similarities in ceremonies that mark a Christians rite of passage with those from other religions.</p> <p>To recall the Christian creation story and to explain why God created humans.</p> <p>To understand how the ten commandments help Christians live their lives.</p> <p>To explore how Christian faith and beliefs can be seen in the actions of inspirational Christians-Moses.</p> <p><u>Key findings</u></p> <p>I know what the Bible is telling Christians about the way they should try to live their lives. https://www.twinkl.co.uk/resource/t-re-012-ks1-christianity-and-the-bible-teaching-and-task-setting-powerpoint</p> <p>How can Christian faith and beliefs be seen in the actions of inspirational Christians? I know about the life and work of Mother Teresa. https://www.twinkl.co.uk/resource/t-re-542-ks1-mother-teresa-powerpoint</p> <p>I can explain the creation story using drama.</p>	<p><u>Key Criteria:</u></p> <p>Children will have the opportunity to revisit and discuss Christianity.</p> <p>Faith and revisit key areas.</p> <p>What do Christians do to celebrate birth?</p> <p>Birth (Christening, dedication) meaning of actions and symbols.</p> <p>What does it mean and why does it matter to belong?</p> <p>Children will learn about what belonging means to Christians in the locality as well as the church's role in bringing people together e.g. during key festivals/events.</p> <p><u>Key findings</u></p> <p>Evidence of revisiting activities and discussions.</p> <ul style="list-style-type: none"> - Children can reenact religious ceremony previously studied. - Children can recall and discuss facts retained. - Children can answer questions based on the importance of 'belonging'. <p><u>Key vocabulary</u></p> <p>Vocabulary used in previous terms.</p>

	community and how this happens in Christian celebrations too)	<p><u>Key Vocabulary:</u></p> <p>_Sukkot Sukkah Mitzvot Belonging Covenant Christmas</p>	<p>Sha'adah</p> <p>Akhlaq (moral conduct)</p> <p>Zakah</p> <p><u>Key enrichment activities:</u></p> <p>Joint project with SJA- World Religion Day.</p>	<p>To discuss aspects of the Aqiqah ceremony.</p> <p>Link https://www.behindthename.com/</p> <p>What does it mean and why does it matter to belong?</p> <p><u>Key vocabulary</u></p> <p>Celebration</p> <p>Ceremony</p> <p>Aqiqah</p> <p>Hafiz</p>	<p>https://www.bbc.co.uk/bitesize/articles/zwxwmbk</p> <p><u>Key vocabulary</u></p> <p>Parables Samaritan creation commandments Rite of passage</p>	
Year 3	<p>God - Hinduism Believing</p> <p>Links can be made with the KS 1 religions Christianity and Islam.</p> <p>Key Criteria - I can understand how deities and key figures are described in Hindu texts and stories. I have knowledge about what the Hindus understand about the devine. I understand what a number of the visual symbols mean in the Mandir.</p> <p><u>How are deities and key figures described in Hindu sacred texts and stories?</u></p> <p>Key findings-</p> <ul style="list-style-type: none"> - Hinduism is a monotheistic religion (belief in one ultimate reality) - Brahman, the ultimate reality, is the life force in all things - Trimurti-Brahma (creator - the beginning of life), Vishnu (preserver -the sustaining of life), Shiva (destroyer -the end of life) -representing 	<p>God- Islam Believing</p> <p>Key Criteria - Pupils build on their learning about Muslim beliefs about Allah (God) in KS1. Compare and contrast with beliefs of the Hindu gods.</p> <p>Key Criteria - I understand the main concepts of Islam. I understand what Allah means to Islams. I understand what a number of the visual symbols mean in a Mosque.</p> <p>Key findings -</p> <p><u>What do the main concepts in Islam reveal about the nature of Allah?</u></p> <p>Islam is a monotheistic religion (belief in one ultimate reality - Allah means that God is a creator who has created the universe to be in harmony. God created human beings to be 'abd(servant to help him keep things in harmony. He 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.</p>	<p>God - Christianity Believing</p> <p>Key Criteria - Pupils build on their knowledge about Christian beliefs about God in KS1</p> <p>Key Criteria - I understand the key beliefs of the Christian religion. I understand how symbols in the bible help Christians relate to God.</p> <p>Key findings</p> <p><u>What are the key beliefs of the Christian religion?</u></p> <p>Christians believe that Jesus was the son of God. Christians believe that God sent his son to earth to save humanity from the consequences of its sins. Christians believe that Jesus gave his life on the cross (the crucifixion) The Holy Trinity is - God the Father, God the Son and God the Holy Spirit.</p> <p><u>How do symbols in the Bible help Christians relate to God?</u></p> <p>Christians believe in believe in one God, the Father almighty, maker of heaven and earth, of all things visible and invisible. I believe in one Lord Jesus Christ,</p>	<p>God - Christianity Believing</p> <p>Pupils further explore different ways in which Christians use symbols to articulate their belief and how they compare with Hinduism and Islam.</p> <p>Key Criteria - I understand that symbolic acts in the Christian church relate to biblical stories. I understand why artwork is important in Christianity.</p> <p>Key findings -</p> <p><u>What visual symbols and symbolic acts can be seen in a Christian church?</u></p> <p>To understand the story of Abraham (Genesi 18:1 -14) https://www.youtube.com/watch?v=t5ES1Y5xFD4 Children should be able to talk about the story of Abraham and the way it is used in Christianity today using the link above.</p> <p><u>Why artwork is/was important in Christianity to represent the trinity?</u></p> <p>The Philosophers' Cafe. To discuss and understand why artwork is so important to those of Christian faith, what it represents and why it is still important today.</p>	<p>The Big Questions</p> <p>Pupils will explore what it means to 'live a good life. Opportunity to look at guidelines and laws in various religious/ non-religious worldviews. Pupils will explore whether 'good' means the same thing to everybody.</p> <p>Key Criteria - I understand that the word good means different things to different people. I understand that there are consequences for both good and bad choices.</p> <p>Key findings -</p> <p><u>Does the word 'good' means different things to different people?</u></p> <p>To take part in a discussion about what being 'good' means to the pupils and if they think that other people feel the same way. A written outcome explaining their own thoughts to be completed.</p> <p><u>Why do people make good or bad choices and what are the</u></p>	<p>The Big Questions</p> <p>Pupils will continue to explore what it means to 'live a good life. Opportunity to look at guidelines and laws in various religious/ non-religious worldviews. Pupils will explore whether 'good' means the same thing to everybody.</p> <p>Key criteria - I understand the ways in which Christians try to live a good life. I understand ways in which people can live a good life.</p> <p>Key findings -</p> <p>This term, children will explore the following questions with the teacher and in groups. They will be given both the opportunity to discuss, research and produce written outcomes to reach their own informed conclusion.</p> <p>Useful links for research - https://www.natre.org.uk/uploads/Member%20Resources/RE%20Today%20Resources/Primary%20curriculum%20Publications/Inspiring%20RE/Christians/Unit%204%20PDFv2.pdf https://www.twinkl.co.uk/teaching-wiki/ten-commandments-of-god</p>

	<p>the cycle of life (helping Hindus worship Brahman, the ultimate reality) -Creation story -To know the symbol of the lotus flower and its association with Brahma, Vishnu, and the story of creation</p> <p><u>What might Hindus understand about the Divine through these stories?</u></p> <p><u>Key findings -</u> - To know the atman travels continuously through the cycle of life: samsara (birth, life, death, reincarnation) - To know the goal is for the atman to break free from this cycle of life (moksha) - To know that human beings can achieve moksha through fulfilling their dharma(duty) -the actions (karma) they carry out help them do this: good action (karma) - Story of Rama and Sita in the Ramayana-a story about doing -or not doing -your duty (dharma)</p> <p><u>What is the purpose of visual symbols in the mandir?</u> The aum symbol: a symbol of Brahman and the atman; some Hindus believe it to be the first sound of creation (the beginning of the life cycle); the use of the aum sound during meditation and in Hindu holy texts,</p> <p>Key Vocabulary- Hinduism, monotheistic, Brahma, Vishnu, reincarnation, atman, karma.</p> <p>Key enrichment experience- Harvest- link with Karma.</p>	<p>Shahadah (Salat (prayer five times a day) Sawm (fasting during the month of Ramadan</p> <p><u>What is the purpose of visual symbols in a mosque?</u></p> <ul style="list-style-type: none"> • Dome - signifies the vault of heaven. • Mihrab - an alcove in a wall that indicates qibla - the direction of the Kaaba in Mecca. • Minbar - pulpit for the imam (prayer leader) <p>Key vocabulary - Pilgrimage, Mecca, Fasting, prophet, monotheistic.</p>	<p>Christian symbolism as explained using following link. https://www.twinkl.co.uk/resource/t-re-027-christian-symbols-teaching-and-task-setting-powerpoint</p> <p>Key Vocabulary - Symbol, baptism, sin, holy trinity, consequence and worship.</p> <p>Key enrichment activity - Visit to local places of Christian worship.</p>	<p>Look at artworks which represent the Holy trinity. Early paintings of the Trinity tended to use the image of the "Old Testament Trinity" depicting the three angels visiting Abraham. In the late 15th century, images of the Father, Son and Holy Spirit began to emerge.</p> <p>Understand that Christians refer to the Trinity in many ways during worship; explore several of these.</p> <p>Christians show their belief in the Trinity when they repeat the Nicene Creed in every service of Holy Communion. Another way is by crossing themselves when they enter a church or when the name of the Trinity is mentioned. A third way is that baptisms and marriages are performed in the name of the Trinity.</p> <p>Key vocabulary - Creation, Abraham, Father, son and holy spirit, representation, holy communion and Nicene Creed.</p> <p>Key enrichment activity - Visit from a representative of the Christian faith within our local community.</p>	<p><u>consequences of these choices?</u> An exploration into the question as a group activity and shared outcome with their peers. This can be a recorded debate/outcome.</p> <p>Further learning opportunities - Over the following weeks, children will explore the following questions with the teacher and in groups. They will be given both the opportunity to discuss, research and produce written outcomes to reach their own informed conclusion.</p> <p><u>What are the 'laws' that Christians live by.?</u> <u>What does goodness mean in different world religions and views?</u> <u>What are some of the views of alternative faiths e.g. Humanism?</u> <u>What are my own thoughts and views about what goodness means to me?</u></p> <p>Key vocabulary - Humanism, consequence, alternative, choices, difference.</p>	<p><u>How do Christians aim live a good life?</u> <u>What are the actions of a Christian and what makes an action good or bad?</u> <u>Do I recognise the ways in which people can live a good life?</u></p> <p>Key vocabulary - aspire, impact, religious law, religious guidance.</p>
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Year 4

Community - Hinduism Living

Pupils will understand how Hindu belief is expressed personally and collectively. They will explore how Hindu Worship, and celebration builds a sense of community.

Key Criteria -

I can recall the key Hindu beliefs.
I understand how Hindu's worship in their homes. I understand how Hindu's worship in a Mandir.
I can retell the story of Rama and Sita.

Key findings -

Can I recall the key Hindu beliefs?

They believe God is present in all living things, so part of their faith is being vegetarian.

They also believe in rebirth after death. If they live good lives, they will have good karma and become one with God instead of continuing to be reborn.

Hindus believe in one God who is present in all living things but have millions of gods and goddesses that help them to understand God in different ways.

How do Hindu's worship in the home?

Use the link below to teach children how this is done, and they should evidence what they have learned in topic books.

<https://www.bbc.co.uk/bitesize/guides/zvrsv9q/revision/3>

Community - Islam Living

Pupils will understand how Islamic belief is expressed personally and collectively. They will explore how Muslim Worship, and celebration builds a sense of community.

Key Criteria -

I can recall key Islamic beliefs.
I understand what the five pillars are and how they relate to Muslim beliefs.
I understand the importance of the mosque within a Muslim community.

Key findings -

Can I recall the key facts of Islamic belief?

There is no God but Allah, and Muhammad is the prophet of Allah." Muslims believe that Allah created the universe and that humans must submit to his will. The content of the Koran, the holy book of Islam, is believed by Muslims to be the word of Allah as told to Muhammad.

What are the five pillars and how do they relate to Muslim belief?

Use the following resource and linked worksheets to teach about the five pillars.

<https://www.twinkl.co.uk/teaching-wiki/five-pillars-of-islam>

What role does the mosque (masjid) play as a centre of the community?

Providing education (the madrassah), welfare (by distributing zakat) and engaging with the wider local community)

Key vocabulary - Community, welfare, personal, collective, five pillars.

Community - Christianity Living
Pupils will understand how Christian belief is expressed personally and collectively. They will explore how Christian Worship, and celebration builds a sense of community.

Key Criteria -

I can recall the key facts of Christian beliefs.
I understand that there are different denominations of Christian faith.

Key findings -

Can I recall the key facts of Christian belief?

Christians believe that Jesus died for humanity, that God raised him from the dead, and that Jesus will come again at the end of time. In addition, Christians believe in the Trinity, or the three parts of God: God the Father or Creator, God the Son (Jesus) or Redeemer, and God the Holy Spirit or Sanctifier

What are the different denominations of the Christian Faith?

Use the following link / worksheets to teach pupils about different denominations of Christian faith. This may be an opportunity for an extended written answer.

<https://www.twinkl.co.uk/resource/t2-r-006-christianity-powerpoint-and-worksheet-pack>

What denominations of Christian faith are represented in our local area?

Discussion based lesson using laptops to research Christian places of worship in Skegness. Findings could be recorded using Flipgrid.

Study/ visit churches within the local area and explore the similarities and difference between the different denominations.

Community - Christianity Living
Pupils will understand how Christian belief is expressed personally and collectively. They will explore how Christian Worship, and celebration builds a sense of community.

Key Criteria -

I understand why communal events give Christians a sense of belonging.
I know what happens at a Holy Communion, a Baptism, a wedding and why they are significant events for Christians.
I understand why and how Christians celebrate Easter.

Key findings -

How do communal events for Christians give them a sense of belonging?

Discussion based activities relating to their experience of coming together with people at different points in their own lives and why this feels important to them.

What happens at a Holy communion and why is it of significance to Christians?

What happens at a Baptism and why is it of significance to Christians?
What happens at a wedding and why is it of significance to Christians?

To explore the three questions above, use the following links and children should be able to create mind maps of the events that take place and why they are significant.

Holy communion -

<https://www.bbc.co.uk/teach/class-clips-video/articles/z7xhy9q>

Baptism -

<https://www.bbc.co.uk/teach/class-clips-video/articles/zm32nrd>

Wedding -

<https://www.youtube.com/watch?v=SJleRRIHVEU>

Pilgrimage - Believing, Living Thinking.
Pupils will understand what a pilgrimage is and what it involves. They will explore why it is important to those of faith.

Key Criteria -

I understand what the word pilgrimage means.
I understand why a pilgrimage to Jerusalem is important to Jews and a pilgrimage to Mecca is important to Muslims.

Key findings -

What does Pilgrimage mean?
Meaning a religious journey.Understanding a Jewish pilgrimage to Jerusalem.

Use the following and link and resources to teach this unit.
<https://www.twinkl.co.uk/resource/tp2-r-217-planit-year-4-pilgrimages-lesson-pack-lesson-5-jewish-pilgrimages>

Understanding a Muslims Pilgrimage to Mecca.

Use the following and link and resources to teach this unit.
<https://www.twinkl.co.uk/resource/t2-re-188-hajj-powerpoint>

Key vocabulary - Pilgrimage, Jerusalem, Mecca.

Pilgrimage - Believing, Living Thinking.
Pupils will understand what a pilgrimage is and what it involves. They will explore why it is important to those of faith.

Key Criteria -

I understand why a pilgrimage to the Ganges is important to a Hindu.
I understand why a pilgrimage to Lourdes is important to a Catholic.

Key findings -

Understanding a Hindu's journey to the Ganges

Use the following link and resources to teach this unit.

<https://www.bbc.co.uk/teach/class-clips-video/articles/z4ghf4j#:~:text=The%20most%20famous%20Hindu%20pilgrimage,Hindus%20to%20go%20on%20pilgrimage.>

Understanding a Christian pilgrimage to Lourdes.

Use the following link and resources to teach this unit.

<https://www.twinkl.co.uk/resource/our-lady-of-lourdes-ks2-assembly-pack-t-re-1643041260>

Understanding the environmental impact of pilgrimage.

Discuss what this question means and ensure that the children understand the following impacts
Many pilgrimage routes are littered by plastic bottles and rubbish. Sometimes the very act of going on pilgrimage increases local pollution and use of pesticides, disturbs threatened wildlife, increases carbon emissions and causes other types of environmental damage.

Key vocabulary - Ganges, Lourdes, environmental impact.

	<p><u>I can understand how Hindu's worship in a Mandir.</u> Use the following link to teach children about life inside a Hindu temple. They could draw symbols found within the Mandir and annotate to describe how they are important in worship. https://www.bbc.co.uk/teach/class-clips-video/articles/zb2t39</p> <p><u>Can I retell the story of Rama and Sita?</u> Children should be able to retell this story in their own words (this could be a recorded session or perhaps they could draw and annotate the story as a comic strip) https://www.youtube.com/watch?v=uRpNNF4fB4g</p> <p>DT link for further learning -</p> <p><u>I can design and create my own Diwali lamp</u></p> <p>Key vocabulary - Worship, Diwali, expression, Mandir.</p>		<p>Key vocabulary - denominations, community, belonging, similarities and differences.</p> <p>Key enrichment activities - Visit to local place of worship.</p>	<p><u>Why and how do Christians celebrate Easter?</u> Use the following links to access resources/ worksheets to explain the Easter story and the importance of it to Christians.</p> <p>https://www.twinkl.co.uk/resource/ks2-the-easter-story-powerpoint-t2-or-569</p> <p>https://www.bbc.co.uk/teach/class-clips-video/articles/znknqwx</p> <p>Enrichment idea - Act out one of the sacraments as a drama workshop.</p> <p>Key vocabulary - Communal, Holy Communion, Baptism, Marriage, Easter.</p>		
Year 5	<p>Being Human - Hinduism Pupils will learn how Hindu's reflect their faith in the way they live. They will understand what Karma is and how a Hindu may seek to achieve moksha.</p> <p>Key Criteria - I can recall facts about Hinduism. I understand what Dharma means and the importance of it to Hindus.</p>	<p>Being Human - Islam Pupils will learn how the Quran teaches Muslims how to treat others? They will understand how Muslim teachings guide the way they aspire to act in the world.</p> <p>Key Criteria - I can recall facts about Islam. I know what Shariah law means. I know about some of the work that Muslim charities carry out.</p> <p>Key findings - <u>What are the key beliefs of Islam? (recap the five pillars)</u> This can be done as a brief discussion. Perhaps create notes</p>	<p>Being Human - Christianity Pupils will understand how the Bible teaches Christians to treat others and what this looks like in practice.</p> <p>Key Criteria - I understand some of the ways in which the Bible teaches Christians to treat each other and how they practice this. I know about the ten commandments and which ones relate to me most.</p> <p>Key findings - To answer the following questions, use the following link which provides videos and information to cover the</p>	<p>Being Human - Christianity Pupils will understand how the Bible teaches Christians to treat others and what this looks like in practice.</p> <p>Key Criteria - I can write an acrostic poem about the values of love and respect. I understand what the beatitudes and the sermon on the mount are. I know what is considered as 'The greatest commandment' and I can express my views on this.</p> <p>Key findings -</p>	<p>Expressing belief through the Arts Pupils will learn how religious people value creativity. They will learn connections between human beings and human creativity.</p> <p>Key Criteria - I understand how creativity is valuable to religious and non-religious people. I know how people express their beliefs creatively. I can create a musical expression /chant based on Judaism.</p>	<p>Expressing belief through the Arts Pupils will learn how religious people value creativity. They will learn connections between human beings and human creativity.</p> <p>Key Criteria - I can use creativity to express myself.</p> <p>Key findings - Cover the objectives below by allowing children to research the content of each task in groups. The children should then receive guidance on how to produce their outcome which should be presented/</p>

<p>I understand some of the ways a Hindu might try to fulfil their Dharma.</p> <p>Key findings - <u>What are the key Hindu beliefs? (recap)</u> Discussion to recall what they can remember about Hinduism.</p> <p><u>What is Dharma?</u> Dharma is the duties a Hindu should follow in their life. There are various types of dharma for a Hindu. Some are personal duties, and some are eternal duties, meaning that they are for everyone. Dharma or duties are expected of all Hindus, and Hindus should live their lives with these in mind.</p> <p><u>I understand the importance of dharma in Hinduism and can identify my duties.</u> <u>I can identify ways in which Hindus might try and fulfil their dharma, carrying out good actions and avoiding bad actions</u></p> <p>Use the following PowerPoint to teach this unit. The children could choose to present what they have learned as a poster/information leaflet or perhaps a poster. https://www.twinkl.co.uk/resource/t2-re-389-dharma-information-powerpoint</p> <p>Key vocabulary - Dharma, duties, karma, principles</p>	<p>for the learning wall that the children can refer to during this unit.</p> <p><u>What is the Shariah law of Islam?</u> In Arabic, Sharia literally means "the clear, well-trodden path to water". Sharia acts as a code for living that all Muslims should adhere to, including prayers, fasting and donations to the poor. It aims to help Muslims understand how they should lead every aspect of their lives according to God's wishes, Work through information using the following website and then formulate classroom rules inspired by Shariah Law. https://kids.kiddle.co/Sharia</p> <p><u>What work do Muslim charities, such as Islamic Relief and the Red Crescent carry out?</u> Children split into mixed ability groups to research the following using laptops/ iPad then present their findings to the rest of the group. They could create a PowerPoint and film using Flipgrid for evidence. https://www.icrc.org/en/about-international-red-cross-and-red-crescent-movement https://www.islamic-relief.org.uk/</p> <p><u>I can identify the way in which their charity work connects with Muslims beliefs about God, the world and human beings.</u> This lesson can begin as a discussion and then the children should produce their own written outcome to express their independent answer.</p> <p>Key vocabulary - Islamic relief charity, Shariah Law</p>	<p>key criteria. Use flipgrid to record a class discussion based on what they have learned, children should list the ten commandments and write about the three which they feel are most relevant to them and why.</p> <p>https://www.bbc.co.uk/bitesize/articles/zxrb9ty</p> <p><u>In what ways does the Bible teach Christians to treat others?</u> <u>How is this expressed in practice?</u> <u>What are the ten commandments?</u> <u>Which three of the ten commandments are most relevant to me?</u></p> <p>Key vocabulary - Commandments, implications, The Bible.</p>	<p><u>What are the values of love and respect? I can write an acrostic poem to explore these concepts.</u> Revisit the ten commandments and how they show how Christians should love and respect one another. Model how to write an acrostic poem using the words Love and respect. The children should produce their own versions of this poem.</p> <p><u>What are the Beatitudes and Sermon on the mount?</u> Use the following PowerPoint to teach about the Beatitudes and Sermon on the mount. The children should then complete the worksheet that links to this - 'The Beatitudes in my own words'. https://www.twinkl.co.uk/resource/t2-re-189-the-beatitudes-powerpoint</p> <p><u>What is the 'Greatest Commandment' and what are my thoughts on this?</u></p> <p>Discuss the following Gospel of Matthew</p> <p>"Teacher, which commandment in the law is the greatest?" He said to him, "'You shall love the Lord your God with all your heart, and with all your soul, and with all your mind.' This is the greatest and first commandment. Children should record their thoughts on this either as a recorded discussion or a written response.</p> <p>Key vocabulary - Beatitudes, Sermon, Mount, commandment.</p>	<p>Key findings - The information you will need to deliver/teach the following questions is all on the link below. The children should evidence their learning in topic books in whichever way you choose. https://www.lincolndioceseeducation.com/site/data/files/las%20unit%20overviews/C844C9439AAB4B13F2C3A21D07A6427.pdf</p> <p><u>How do religious and non-religious people understand the value of creativity?</u> <u>How do religious and non-religious people understand the connection between beliefs about human beings and human creativity?</u> <u>How do religious and non-religious people express their beliefs creatively?</u></p> <p>-</p> <p>For the following task/ enrichment activity</p> <p><u>I can create a Musical expression inspired by -</u></p> <p><u>Judaism (Shalom)</u> ' Establish that 'shalom' is a word in the ancient Jewish language of Hebrew and means 'peace' or 'peace be upon you'. It's a way of wishing another person well. Listen to/ sing along to the first link then split the children into mixed ability groups to write their own words to the same tune and they can perform it for one another using the 2nd link (Evidence using Flipgrid with a QR code in topic books)</p>	<p>performed to their peers. You may choose to have groups choose one activity to allow time for a well-rehearsed/ completed result. Evidence to be filmed/ photographed and in topic books.</p> <p>Use art to create an image of Christ.</p> <p>Use dance to perform Banghra.</p> <p>Use drama to retell the story of Diwali.</p> <p>Revisit key vocabulary from terms 1-5</p>
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					https://www.youtube.com/watch?v=ECu7HfSBawA https://www.youtube.com/watch?v=ZujtmeBhRIU Key vocabulary - Creativity, Shalom musical expression.	
Year 6	<p>Do you have to believe in God to be good? Pupils will explore this question in detail. They will produce written outcomes presenting their arguments and debate the topic.</p> <p>Key criteria: I can discuss whether you have to believe in God to be good or not. I understand what Humanism is. I understand what Atheism is.</p> <p>Key findings - <u>Do you have to believe in God to be good?</u> This lesson should be completed as a debate where 'both sides of the argument' are allowed time to discuss/ research their 'side' of the argument. Evidence should be recorded on Flipgrid with a QR code in topic books. You may also wish to have a written outcome in topic books too.</p> <p><u>What is Humanism?</u> https://www.bbc.co.uk/bitesize/articles/zmqpkmn Use the link above to cover this topic area. Pupils should create a mind map in their topic books about Humanism and then write a written response about their thoughts on it.</p>	<p>Do you have to believe in God to be good? Pupils will explore this question in detail. They will produce written outcomes presenting their arguments and debate the topic.</p> <p>Key criteria - I can present the story of Siddharta Gautama and his discovery of the 4 noble truths using drama. I can write about how the eightfold path could help me make good choices in life.</p> <p>Key findings - <u>I can retell the story of Siddharta Gautama and his discovery of the Four Noble Truths.</u> Use the link to the following power point to understand what the four noble truths are. Evidence children learning about this using Flipgrid. https://www.twinkl.co.uk/resource/t2-re-541-the-four-noble-truths-powerpoint Watch the story of Siddharta Gautama. In mixed ability groups the children should use movement and words to retell the story (film using Flipgrid QR code for books). https://www.youtube.com/watch?v=1wUh3E9PSbI <u>I can identify ways that I can use the Eightfold Path (a way of</u></p>	<p>Life Journey - Hinduism/Islam Living Pupils will explore the following questions: How do Hindus show they belong? How do Muslims show they belong? Research rites of passage and the impact that religion has on people's lives.</p> <p>Key Criteria - I understand what a Hindu's rites of passage are. I understand what a Muslim's rites of passage are. What are the Hindu rites of passage?</p> <p>Key findings - <u>What are the Hindu's rites of passage?</u> A look at three important ceremonies that take place in the early years of a Hindu's life. The naming ceremony, together with the use of astrological charts, the head-shaving ceremony and the sacred thread ceremony that takes place around the age of eight Use twinkle and BBC bitesize resources to explore them. Children should work in groups to produce a PowerPoint, and the information can then be relayed to the rest of the class once complete. Note - The exact details of each ceremony as this will be explored in more detail next term. https://www.bbc.co.uk/bitesize/clips/z4hmyrd https://www.twinkl.co.uk/search?q=hindu+rites+of+passage</p>	<p>Life Journey - Christianity Hinduism/Islam Living Pupils will explore the following questions: How do Hindus show they belong? How do Muslims show they belong? Research rites of passage and the impact that religion has on people's lives.</p> <p>Key Criteria - I understand exactly what happens at a Hindu rite of passage and a Muslim Rite of passage. I can compare the similarities and differences between Hindu and Muslim rites of passage.</p> <p>Key findings - <u>What happens during the ceremonies which mark the rites of passage for a Hindu?</u> <u>What happens during the ceremonies which mark the rites of passage for a Muslim?</u> In groups, choose a rite of passage from the tasks undertaken in the previous term. Each child should create an information leaflet explaining exactly what happens as a Hindu/Muslim undertakes the rite of passage after researching and discussing it as part of a group.</p> <p><u>What are the similarities and differences?</u> This should be presented in topic books as an extended written outcome.</p> <p>Key vocabulary -</p>	<p>Life Journey - Christianity Living How do Christians show they belong?</p> <p>Key Criteria - I understand the importance of Christian rites of passage. I understand what happens at a Christian funeral. I can list similarities and difference between a Christian funeral and a Hindu antyeshti samskara</p> <p>Key findings - <u>I can further explore a Christians rite of passage, focusing on a funeral.</u> Research a Christian funeral step by step and present as an illustrated story board style. https://www.twinkl.co.uk/resource/t3-re-25-death-and-funerals-lesson-pack https://www.bbc.co.uk/bitesize/guides/zvqck2p/revision/5</p> <p><u>What are the similarities and differences of the ceremonies that mark a Christians rite of passage with those from other religions?</u></p>	<p>Life Journey - Christianity Living Pupils will explore the different kinds of evidence that religions use to support their beliefs and claims focusing mainly on the Christian religion. Pupils will be given the opportunity to research, present findings, discuss and debate this topic.</p> <p>Key Criteria - I can discuss the evidence that Christians draw their belief/claims from. I can discuss the evidence that Muslims and Hindus draw their belief/claims from. I can present my findings to others.</p> <p>Key findings - The tasks should be researched as a group. Next the children should devise a spoken presentation to present to their peers. They may wish to use images to discuss/ support their findings. The presentations should be recorded using Flipgrid and a QR code into topic books.</p> <p><u>What are the types of evidence that Christians draw their belief/ claims from?</u> <u>What are the types of evidence that Muslims/ Hindu's draw their belief/ claims from?</u> <u>I can present my findings to a group and discuss my own thoughts and opinions successfully with others showing respect.</u></p>

	<p><u>What is Atheism?</u> https://www.bbc.co.uk/religion/religions/atheism/ataqlance/glance.shtml</p> <p>Use the link above to cover this topic area. Pupils should create a mind map in their topic books about Humanism and then write a written response about their thoughts on it.</p> <p>Key vocabulary - Belief, Humanism, Atheism.</p> <p>Enrichment activity - Debate</p>	<p><u>escaping suffering and the cycle of birth, death and rebirth for Buddhists)</u> to help me make good choices.</p> <p>This should be evidenced as a written response in topic books.</p> <p>Key vocabulary - Four noble truths, Eightfold path, rebirth.</p>	<p><u>What are the Muslim rites of passage?</u></p> <p>As above using links below.</p> <p>Note - The exact details of each ceremony as this will be explored in more detail next term.</p> <p>https://www.twinkl.co.uk/search?q=muslim+rites+of+passage</p> <p>https://www.bbc.co.uk/bitesize/guides/zkf2vk7/revision/5</p> <p>Key vocabulary - Rites of passage.</p>	<p>Vocab relevant to chosen rite of passage.</p>	<p><u>(Focus on comparing a funeral with a Hindu antyeshti samskara.</u></p> <p>Children should familiarise themselves with what happens at a Hindu antyeshti samskara and take notes. Next, the children should write a list of similarities and differences between the two ceremonies.</p> <p>https://www.bbc.co.uk/programmes/p010xcsz</p> <p>Key vocabulary - Christian funeral, Hindu cremation.</p>	<p><u>Key vocabulary -</u></p> <p>Revisit vocabulary from terms 1-5</p>
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