

Religious Education Curriculum



Community Primary School

RE Whole School Curriculum Pack : Year 1 to Year 6 : Condensed

	Autumn Term	Spring Term	Summer Term
Year 1	Our Wonderful World	Special Books	What do Hindus celebrate?
Year 2	Christmas Celebrations	What do Muslims celebrate?	Who was Buddha
Year 3	Jewish Celebrations	What is the Bible	Sikhs Rites of Passage
Year 4	Islamic Rites of Passage	Why is Easter Important?	Identity and Belonging
Year 5	Buddhist Worship and Beliefs	Stories of Hinduism	Belief in our Community
Year 6	What is a church?	Sikh Worship and Community	What happens when we die?

RE Curriculum Pack

Scheme of Work

Overviews



Our Wonderful World : RE : Year 1

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To identify things that make our world special.	Children will think about things in our world that are amazing. They will be shown a variety of photos from around the world as a catalyst for discussion. They will identify some of the features, sights and sounds of our world that make it special.	<ul style="list-style-type: none"> • Can children identify things that are amazing? • Do children understand people may have different views? • Can children explain why something in the world is amazing? 	<ul style="list-style-type: none"> • Slides • Worksheet 1A/1B/1C • Picture Cards A/B/C • Poster Sheet A/B (FSD? activity only)
Lesson 2	To explore the Jewish, Christian and Islamic creation stories.	Children will think about why there are different creation stories. They will find out that the creation story for Christians, Jews and Muslims is very similar and think about the reasons for this. They will read and retell the Christian version of the creation story as told in the Bible.	<ul style="list-style-type: none"> • Can children retell a version of the creation story? • Can children say how the three creation stories are similar? • Do children understand different people believe different things? 	<ul style="list-style-type: none"> • Slides • Worksheet 2A/2B/2C • Wheel Sheet A/B (FSD? activity only) • Wheel Cover Sheet (FSD? activity only) • Split pins and scissors (FSD? activity only)
Lesson 3	To explore the Hindu creation story.	Children will recall why different religions have different accounts of creation. They will then read the Hindu creation story, as told in the Vedas. They will consider the similarities and differences between the Hindu creation story and the creation story of Christians, Muslims and Jews.	<ul style="list-style-type: none"> • Can children retell a version of the creation story? • Can children compare the creation stories? • Do children understand different people believe different things? 	<ul style="list-style-type: none"> • Slides • Worksheet 3A • Instruments • Story Sheet (FSD? activity only) • Extracts Sheet (FSD? activity only) • paper, paints/pencils/collage materials (FSD? activity only)
Lesson 4	To explore different accounts of the creation of the sky and Heaven.	Children will be reminded that in the creation stories they have read so far, God created a heaven. They will find out about Hindu, Christian, Jewish and Muslim ideas of Heaven, and discuss what they personally think Heaven would be like.	<ul style="list-style-type: none"> • Can children retell a section of a creation story? • Can children compare how the sky and Heaven were represented in different creation stories? • Can children explain what paradise might be like? 	<ul style="list-style-type: none"> • Slides • Worksheet 4A/4B/4C • Picture Cards (FSD? activity only) • Sentence Cards (FSD? activity only)
Lesson 5	To explore different accounts of the creation of plants.	Children will recall information about various creation stories. They will go on to find out how various religions account for the creation of plants before looking at why plants are important and what they give us.	<ul style="list-style-type: none"> • Can children retell a section of a creation story? • Can children compare how plants were represented in different creation stories? • Can children explain why they think plants were created? 	<ul style="list-style-type: none"> • Slides • Worksheet 5A/5B/5C • Picture Cards (FSD? activity only) • Fact Cards (FSD? activity only) • Answer Sheet (FSD? activity only)
Lesson 6	To explore different religious accounts of how animals and people were created.	Children will learn how various religions account for the creation of animals and humans. They will then think about why people should look after the world and what it is that makes them special.	<ul style="list-style-type: none"> • Can children retell a section of a creation story? • Can children compare how animals and people were represented in different creation stories? • Can children explain why they think animals and people were created? 	<ul style="list-style-type: none"> • Slides • Worksheet 6A/6B/6C • Picture Cards (FSD? activity only)

What do Hindus celebrate? : RE : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To find out what Hindus believe.	Children are given an overview of the Hindu religion. They will explore where and when Hinduism began and go on to look at what Hindus believe. They will find out about some of the major deities of Hinduism and explore some of the key features of Hindu worship.	<ul style="list-style-type: none"> Do children know that Hinduism is one of the main world religions? Do children know about some of the basic Hindu beliefs? Do children know that Hindus worship many gods and goddesses? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B Picture Cards Fact Cards (FSD? activity only) Question Cards (FSD? activity only)
Lesson 2	To find out about special occasions in a Hindu childhood.	Children will find out about the samskaras - special moments in the lives of babies and children as they grow towards adulthood. Your class will discover what happens at some of these celebrations and what the events and actions symbolise. They will also think about special celebrations they have experienced in their own childhoods.	<ul style="list-style-type: none"> Do children know that Hindus have different ceremonies when they are growing up? Do children know that these ceremonies are called samskaras? Can children describe some of the samskaras in a Hindu's childhood? 	<ul style="list-style-type: none"> Slides Worksheet 2A/2B/2C Ceremony Cards Information Sheet Role Play Cards (FSD? activity) Props if possible (FSD? activity only)
Lesson 3	To find out what happens at a Hindu wedding.	Children will find out what traditional Hindu wedding celebrations are like. They will find out about the ceremony itself as well as some of the other rituals and traditions that are undertaken to prepare the bride and groom for marriage. Children will consider how Hindu weddings are similar or different to weddings from other faiths and cultures.	<ul style="list-style-type: none"> Do children know what a Hindu wedding ceremony is like? Do children know what Hindu wedding celebrations are like? Can children compare a Hindu wedding to the weddings of people of other faiths and cultures? 	<ul style="list-style-type: none"> Slides Worksheet 3A/3B/3C Picture Cards Help Sheet (FSD? activity only) String, crêpe paper, straws (FSD? activity only) Hindu Wedding Video
Lesson 4	To find out about the Hindu festival of Diwali.	Children will explore the festival of Diwali. They will read the story of Rama and Sita and understand why Diwali is celebrated. They will find out about some of the customs and traditions surrounding Diwali and how it is celebrated by Hindu families.	<ul style="list-style-type: none"> Do children know what Diwali is? Can children re-tell the story of Rama and Sita? Do children know some of the customs and traditions associated with a Hindu Diwali celebration? 	<ul style="list-style-type: none"> Slides Worksheet 4A/4B/4C Sentence Cards Clay Tea lights Rangoli Patterns sheets (FSD? activity only) Picture Cards (FSD? activity only)
Lesson 5	To find out about the Hindu festival of Raksha Bandhan.	Children will find out about the festival of Raksha Bandhan which celebrates the relationship between brothers and sisters. Children will find out how this Hindu festival is celebrated, such as through rakhi bracelets and tilak blessings. They will also consider people in their own lives they look out for and who look out for them in return.	<ul style="list-style-type: none"> Do children know that Raksha Bandhan is a festival that celebrates the relationship between siblings? Can children describe some of the ways in which Raksha Bandhan is celebrated by Hindus? Can children think of people in their own lives they look out for and who look out for them in return? 	<ul style="list-style-type: none"> Slides Worksheet 5A/5B/5C Rakhi Templates (FSD? activity only) Ribbon (FSD? activity only) Art materials for decoration (FSD? activity only)
Lesson 6	To find out about the Hindu festival of Ganesh Chaturthi.	Children will start by thinking about how the celebrate their birthdays. They will then find out that Ganesh Chaturthi is a Hindu festival that celebrates the birthday of Ganesh, the elephant-headed god. They will find out what happens during the Ganesh Chaturthi celebrations and think about how this birthday is different or similar to their own birthday celebrations.	<ul style="list-style-type: none"> Do children know what Ganesh Chaturthi is? Can children describe some of the ways in which Hindus celebrate Ganesh Chaturthi? Can children describe what the god Ganesh looks like? 	<ul style="list-style-type: none"> Slides Worksheet 6A/6B/6C Information Sheet Ganesh Template sheet (FSD? activity only) End of Unit

What do Muslims celebrate? : RE : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To find out about the Islamic New Year.	Children will understand Islam as the religion followed by Muslims. They will find out who Muhammad was and how he founded Islam. They will find out what is commemorated during the Islamic New Year and how Muslims celebrate this today.	<ul style="list-style-type: none"> Do children understand that Muslims follow the religion Islam? Can children explain who Muhammad was? Can children say what Muslims remember on the Islamic New Year? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B/1C Story Cards A/B (FSD? activity only)
Lesson 2	To find out about the Day of Ashura.	Children will find out what the Day of Ashura means to Muslims. They will find out that Shi'a and Sunni Muslims observe this day in different ways. They can then either explore the story of Moses freeing the Israelites or they can find out about some of the important prophets in Islam. The plenary introduces your class to Muslim mosques.	<ul style="list-style-type: none"> Do children know the Day of Ashura happens after the Islamic New Year? Can children name two Prophets of Islam? Do children know where Muslims go to worship? 	<ul style="list-style-type: none"> Slides Worksheet 2A/2B/2C/2D Story Cards A/B Fact Sheet (FSD? activity only)
Lesson 3	To find out about Mawlid al-Nabi.	Children will find out how and why Muslims celebrate the Prophet Muhammad's birthday. They will be encouraged to think about why his birthday is a quiet celebration. During their independent learning activities, they will either think about things they are thankful for or they will have a look at some pictures from Mawlid al-Nabi celebrations and discuss what they can see.	<ul style="list-style-type: none"> Can children explain how some Muslims celebrate the Prophet Muhammad's birthday? Do children understand why the Prophet Muhammad is important for Muslims? Do children know what the Qur'an is and why it is important for Muslims? 	<ul style="list-style-type: none"> Slides Worksheet 3A/3B/3C Picture Cards (FSD? activity only) Question Cards (FSD? activity only)
Lesson 4	To find out about Ramadan.	Children will find out about the well-known Muslim festival of Ramadan. They will discover what Muslims do during Ramadan and why, and will also have the option of exploring a section of the Qur'an during their independent learning. During the plenary, they will think about what it means to be part of a community.	<ul style="list-style-type: none"> Do the children know that Ramadan is an important part of Islam? Can the children say something Muslims do during Ramadan? Can the children say which book Muslims read from during the Taraweeh Prayers? 	<ul style="list-style-type: none"> Slides Worksheet 4A/4B/4C/4D
Lesson 5	To find out Eid al-Fitr.	Children will identify that Eid is celebrated to mark the end of Ramadan. They will discover some of the ways in which Eid is celebrated, such as wearing special clothes, sharing food and sweets with friends and family, and praying together. During the plenary, children will consider why some Muslims give money to charity during Eid.	<ul style="list-style-type: none"> Can children say the event Eid marks the end of? Can children explain how Muslims celebrate Eid? Do children understand why Muslims give money to charity during Eid? 	<ul style="list-style-type: none"> Slides Worksheet 5A/5B/5C
Lesson 6	To find out about the Hajj.	Children will find out what a pilgrimage and why Muslims are expected to undertake the pilgrimage to Mecca at least once in their lifetime. They will find out some of the ways in which the pilgrimage promotes unity between Muslims and what happens at the Hajj. During the plenary, children will recap what they have learnt about each of the Muslim celebrations they have studied.	<ul style="list-style-type: none"> Do children understand what a pilgrimage is? Can children explain where Muslims travel to on their pilgrimage? Can children remember information about each Muslim celebration? 	<ul style="list-style-type: none"> Slides Worksheet 6A/6B/6C/6D Fact Sheet Picture Cards (FSD? activity only)

NB: 'FSD? Activity only' refers to the alternative 'Fancy Something Different...?' activity within the lesson plan

Who was Buddha? : RE : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To understand how Siddhartha Gautama came to be known as 'the Buddha'.	Children will begin to learn about some core principles of Buddhism, and about the man who many Buddhist statues represent: Siddhartha Gautama. Children may then either retell his story in their own words, or discuss how some of its issues relate to them.	<ul style="list-style-type: none"> Do children know that Buddhism is a major world religion that originated in North India? Can children retell the story of Siddhartha Gautama? Can children identify what was of concern in the story and reflect on why? 	<ul style="list-style-type: none"> Slides Worksheets 1A/1B/1C When I Am Worried (FSD? activity only)
Lesson 2	To recognise Buddhist symbols which explain why Buddha was special.	Children will study statues of Buddha and find out about the meaning of Buddhist symbols. They may then undertake activities to show what they have learned and understood about these symbols.	<ul style="list-style-type: none"> Can children recognise some Buddhist symbols and explain their meaning? Do children understand these symbols are important? Can children explain why Buddha was special? 	<ul style="list-style-type: none"> Slides Worksheets 2A/2B/2C Buddhist Symbols Pairs (FSD? activity only) Buddhist Symbols Descriptions (FSD? activity only)
Lesson 3	To explain the meaning of a Buddhist parable.	Children will read the parable of the Monkey King, then discuss its meanings. Following this, they may either answer questions about the parable, or retell it in their own words.	<ul style="list-style-type: none"> Can children retell the story in their own words? Can they explain the significance of key moments in the story? Can children explain what the significance of the story is for Buddhists? 	<ul style="list-style-type: none"> Slides Worksheets 3A/3B/3C Monkey King Cards Task Cards (FSD? activity only)
Lesson 4	To explain what Buddha taught Buddhists about how to live their lives.	Children will take a look at one particular Buddhist symbol: the wheel of life. They will find out what it represents, then produce texts or images to show what they have learned and understood.	<ul style="list-style-type: none"> Can children explain what the symbol of the wheel of life represents? Are children able to think of actions and behaviours that are in accordance with the eight rules for life? Do children understand some of the key concepts and vocabulary relating to Buddhism that have been taught so far? 	<ul style="list-style-type: none"> Slides Worksheets 4A/4B/4C Buddhism Plenary Questions School Wheel Of Life (FSD? activity only)
Lesson 5	To recognise where and how Buddhists worship.	Children will study images of Buddhist temples and learn about the worship rituals that occur in them. Following this, they may either describe the role of a variety of artefacts in Buddhist rituals, or listen to stories and try out meditation techniques.	<ul style="list-style-type: none"> Can children identify some distinctive features of Buddhist places of worship? Do children know why Buddhists meditate? 	<ul style="list-style-type: none"> Slides Worksheets 5A/5B/5C Buddhist Artefacts Jataka Story Buddhist Shrines
Lesson 6	To understand how and why the life of the Buddha is celebrated during Vesak.	Children will learn about the Vesak festival, then undertake a variety of activities where they can recreate or experience aspects of the festival. Following this, children may do an end of unit quiz.	<ul style="list-style-type: none"> Do children know the reasons why Vesak is celebrated? Can children explain some of the ways in which Vesak is celebrated? Can children identify similarities and differences of Vesak and other religious festivals? 	<ul style="list-style-type: none"> Slides Worksheets 6A/6B/6C Origami Lotus Flower video Vegetarian Wraps (FSD? activity only) Plain wraps/tortillas, lettuce, tomato, cucumber, hummus, grated carrot etc. (FSD? activity only)

NB: 'FSD? Activity only' refers to the alternative 'Fancy Something Different...?' activity within the lesson plan

Special Books : RE : Year 1

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To share special books.	Children will consider what makes books important. They will find out about the books of some famous people before thinking about their favourite books and why they are special. They are encouraged to discuss their responses with other children to understand that different people enjoy different types of books.	<ul style="list-style-type: none"> • Can children say which books are important to them? • Can children explain how they look after books? • Do children understand that different people have different special books? 	<ul style="list-style-type: none"> • Slides • Worksheets 1A/1B/1C • Books that are special to the children (FSD? activity only) • Well known books with the covers concealed (Plenary only)
Lesson 2	To find out which books are special for different religions.	Children will identify the Bible, Torah and Qur'an as the holy books of Christianity, Judaism and Islam respectively. They will think about why these books are special and identify that they have some similar stories. They will compare accounts of the story of Adam and Eve told in each of the three special books.	<ul style="list-style-type: none"> • Can children say which books are important to them? • Can children identify some books that are special to different religions? • Do children understand that religious books need to be treated with respect? 	<ul style="list-style-type: none"> • Slides • Worksheets 2A/2B/2C • Matching Cards • Information Sheet • Statement Cards (FSD? activity only)
Lesson 3	To find out about the special book for Jewish people.	Children will recap that the Torah is the most important book in Judaism. They will find out how the Torah is used, including what a yad is and why it is used. They will read the story of Abraham and consider its meaning for Jews. They can also find out about the Ten Commandments.	<ul style="list-style-type: none"> • Can children say which books are important to Jews? • Can children explain how the Torah is looked after? • Do children understand that religious books need to be treated with respect? 	<ul style="list-style-type: none"> • Slides • Worksheets 3A/3B • Extract A/B
Lesson 4	To find out about the special book for Christian people.	Children will recap that the Bible is the Christian holy book. They will discover how the Bible is used by Christians in churches and at home. They will also consider how its production has changed over time. They will read and consider the story of Noah's Ark.	<ul style="list-style-type: none"> • Can children say which books are important to Christians? • Can children explain how the Christian Bible is looked after? • Do children understand that religious books need to be treated with respect? 	<ul style="list-style-type: none"> • Slides • Worksheets 4A/4B/4C • Story Cards
Lesson 5	To find out about the special book for Muslim people.	Children will find out about the Qur'an, the holy book of Islam. They will learn how it came into existence, why it is written in Arabic and not translated into other languages, and some of the ways in which Muslims believe the Qur'an should be treated to show it respect.	<ul style="list-style-type: none"> • Can children say which books are important to Muslims? • Can children explain how the Qur'an is looked after? • Do children understand that religious books need to be treated with respect? 	<ul style="list-style-type: none"> • Slides • Worksheets 5A/5B • Instruction Cards

NB: 'FSD? Activity only' refers to the alternative 'Fancy Something Different...?' activity within the lesson plan

Christmas Celebrations : RE : Year 2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To think about what we celebrate and how we celebrate.	Children will think about what a celebration is and identify some of the major religious festivals of world religions. They will think about the features of some common celebrations, including birthdays and weddings, and describe some of the different ways in which people celebrate religious and non-religious occasions.	<ul style="list-style-type: none"> Can children name and identify a variety of types of celebrations? Do children know that most religions celebrate things that are important to them? Can children describe some of the features of different celebrations? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B/1C/1D
Lesson 2	To be able to recount the Christmas story.	Children will read the story of the nativity together. They will learn about the key events and characters in the story and think about why the birth of Jesus is so important to Christians. They will retell the story in a variety of ways.	<ul style="list-style-type: none"> Do children know that Christmas is a Christian festival? Can children retell the main parts of the nativity story? Do children understand why Christmas is an important festival for Christians? 	<ul style="list-style-type: none"> Slides Worksheet 2A/2B/2C Puppet Characters (FSD? activity only) Lolly sticks, straws or similar (FSD? activity only)
Lesson 3	To explore how Christians celebrate Christmas.	Children will recap the story of the nativity and identify exactly what Christians are celebrating at Christmas. They will go on to explore some of the different ways Christians celebrate, including going to church services, singing carols, putting up Christmas trees and giving presents. They will compare ways in which Christians and non-Christians celebrate Christmas.	<ul style="list-style-type: none"> Can children remember the main parts of the nativity story? Do children know some of the ways in which Christians celebrate Christmas? Can children identify similarities and differences in the ways Christians and non-Christians celebrate Christmas? 	<ul style="list-style-type: none"> Slides Worksheet 3A/3B/3C Small squares of paper (FSD? activity only)
Lesson 4	To investigate how Christmas is celebrated by Christians around the world.	Children will find out how Christians celebrate Christmas in various different countries around the world. They will think about those traditions that are based on religious beliefs and those that are more cultural. They will learn that even though Christmas is different in various places around the world, the message of Christmas remains the same for Christians globally.	<ul style="list-style-type: none"> Do children know that Christmas is celebrated in lots of different countries all over the world? Can children identify and describe some of the different ways in which Christmas is celebrated by Christians around the world? Can children identify that many of the traditions of Christmas are based on culture rather than religion? 	<ul style="list-style-type: none"> Slides Worksheet 4A/4B/4C Information Sheets A and B Books, internet, etc. (FSD? activity only)
Lesson 5	To recap and summarise what we have learnt about Christmas.	Children will consolidate their understanding of how and why Christians celebrate Christmas. They will use the questions who? what? when? where? and how? to describe what Christmas is and how it is celebrated. They can express their understanding of Christmas and its origins and celebrations in a variety of ways.	<ul style="list-style-type: none"> Do children understand that Christmas is a Christian festival that is also celebrated by other people? Can children describe the main features of a Christian Christmas? Can children demonstrate their understanding of Christmas in a variety of ways? 	<ul style="list-style-type: none"> Slides Worksheet 5A/5B/5C Challenge Sheets (FSD? activity only)

NB: 'FSD? Activity only' refers to the alternative 'Fancy Something Different...?' activity within the lesson plan

Jewish Celebrations : RE : Year 3

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To recap facts about Judaism and Jewish beliefs.	Children will consider what they already know about Judaism. They will be given an overview of the Judaic faith, identifying what Jews believe, where Jews worship, what the Torah is and who rabbis are. They will identify Judaism as one of the major global religions.	<ul style="list-style-type: none"> Do children know that Judaism is one of the world's oldest religions? Do children know that Jews believe in one God? Can children describe some of the main features of Judaism? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B Sentence Cards Domino Cards Information Sheet True or False Cards (FSD? activity only) Dice (FSD? activity only)
Lesson 2	To find out about the Jewish festival of Passover.	Children will read the story of Moses and the exodus from Egypt. They will understand what Passover represents and identify how it is celebrated by Jews today. They will look at the Seder plate and understand the symbolism of each of the objects of the plate in relation to the story.	<ul style="list-style-type: none"> Do children know the story behind the Passover celebrations? Can children describe some of the ways in which Passover is celebrated today? Can children identify symbols associated with Passover? 	<ul style="list-style-type: none"> Slides Seder Plate Cards Worksheet 2A Paper plates Ten Plague Cards (FSD? activity only) Character Cards (FSD? activity only) Blank Cards - optional (FSD? activity only) Lolly sticks or art straws (FSD? activity only)
Lesson 3	To find out about the Jewish festival of Sukkot.	Children will recap the story of the exodus from Egypt before finding out what happened to the Israelites in the desert. They will understand what the festival of Sukkot commemorates and how it is celebrated by Jews today.	<ul style="list-style-type: none"> Do children know that the Israelites wandered the desert for forty years before reaching the Promised Land? Do children know why Jews celebrate Sukkot? Can children describe some of the main features of Sukkot celebrations? 	<ul style="list-style-type: none"> Slides Worksheet 3A/3B/3C Picture Cards Materials for creating a sukkah (FSD? activity only)
Lesson 4	To find out about the festival of Purim.	Children will identify the main characters and events in the story of Esther. They will understand what is being celebrated at Purim and why it is such a lively and joyous festival. They will describe the main features of Purim and understand how it is celebrated by Jews today.	<ul style="list-style-type: none"> Can children retell the main points from the story of Esther? Do children know why Purim is a joyous and important festival for Jews? Can children describe some of the ways in which Purim is celebrated? 	<ul style="list-style-type: none"> Slides Story Cards A/B Story Sheet Mask Templates (FSD? activity only) Additional art materials (FSD? activity only)
Lesson 5	To find out about the festival of Hanukkah.	Children will start by thinking about what they would do if someone tried to force them to do something they knew was wrong. They will go on to read the story of the Maccabees and the Miracle of Oil. They will understand how and why Jews celebrate Hanukkah today, considering the importance of the symbol of light.	<ul style="list-style-type: none"> Do children know that Hanukkah is known as the Festival of Lights? Can children retell the main points in the story of the Maccabees? Can children describe some of the main features of the celebrations of Hanukkah? 	<ul style="list-style-type: none"> Slides Worksheet 5A/5B/5C Dreidel Template (FSD? activity only) Game Card (FSD? activity only) Game Pieces (FSD? activity only)
Lesson 6	To find out about the festival of Rosh Hashanah.	Children will identify Rosh Hashanah as the Jewish New Year. They will understand that it marks the anniversary of the creation of Adam and Eve, and identify some of the ways in which it is celebrated today. Children will have the chance to consider things they have done wrong in the past year, as Jews do during Rosh Hashanah, and think about who they would want to ask for forgiveness.	<ul style="list-style-type: none"> Do children know that Rosh Hashanah is the Jewish New Year festival? Can children describe some of the ways in which Rosh Hashanah is celebrated? Do children understand what the Days of Awe are and relate this to things they have done wrong themselves? 	<ul style="list-style-type: none"> Slides Worksheet 6A/6B/6C/6D Foods for Rosh Hashanah celebration (FSD? activity only) End of Unit Quiz

NB: 'FSD? Activity only' refers to the alternative 'Fancy Something Different...?' activity within the lesson plan

What is the Bible and why is it important to Christians? : RE : Year 3

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To identify and describe ways in which the Bible is important for Christians.	Children will consider their favourite books and think about why books are important. They will understand that the Bible is an important book for Christians. This is demonstrated through the story of Mary Jones which the children will read, retell and analyse.	<ul style="list-style-type: none"> Do children know that the Bible is the holy book of Christianity? Can children identify ways in which the Bible is important for Christians? Can children reflect on their own feelings about their use of time and money? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B/1C
Lesson 2	To find out how Christians use the Bible at home and at church.	Children will find out how Christians use the Bible both at home and at church as the basis for worship. They will focus particularly on how Christians use Bible verses as the basis for hymns and worship songs. Children will look at some examples of popular worship songs and identify where in the Bible the words originated from.	<ul style="list-style-type: none"> Do children know that the Bible is used by Christians at home and at church? Do children know that the Bible forms the main reference for guidance, teaching and worship? Can children reflect on what is of value in their own lives? 	<ul style="list-style-type: none"> Slides Worksheet 2A/2B/2C Scripture Quotes sheet (FSD? activity only) Musical instruments (FSD? activity only)
Lesson 3	To find out about the different kinds of writing in the Bible and why each is important.	Children will understand that the Bible is comprised of different genres of writing by many different authors. They will look at some of the different genres, such as laws, poems and stories, and identify why they are important. They will consider what kind of information is able to be portrayed in each genre.	<ul style="list-style-type: none"> Do children know that the Bible is made up of lots of different genres of writing? Do children understand how the different genres of writing in the Bible are used for different purposes? Do children understand that religious ideas, beliefs and feelings are expressed through the Bible? 	<ul style="list-style-type: none"> Slides Worksheet 3A/3B/3C Bible Verses sheet (FSD? activity only) Bibles or access to internet (FSD? activity only)
Lesson 4	To learn about what makes a book special to different people.	Children will consider what makes pieces of writing special to different people. They will recall some of the different genres of writing in the Bible before considering some different stories, poems, songs or rules that are important to them. They will relate this to special pieces of writing in the Bible.	<ul style="list-style-type: none"> Can children give examples of books and other pieces of writing that are special to them? Do children recognise that certain sections of the Bible are special for different Christians? Can children choose and present a piece of writing that has special meaning to them? 	<ul style="list-style-type: none"> Slides Special Writing sheets Bible Passages sheets A4 paper
Lesson 5	To find out how different genres of writing in the Bible show different aspects of God.	Children will understand that the Bible is like a library with different books. They will find out about the books of both the Old and New Testaments. They will look at extracts from three different books in the Bible and consider what Christians can learn about God through them. They can also portray their own ideas about God in a variety of ways.	<ul style="list-style-type: none"> Do children know that the Bible is made up of lots of different books? Can children explain how different genres of writing portray different aspects of God? Can children portray their own ideas about God in a variety of ways? 	<ul style="list-style-type: none"> Slides Worksheet 5A Bible Genres sheet Art materials (paints, coloured pencils or any other appropriate media) Large sheets of paper (FSD? activity only)
Lesson 6	To investigate the Old and New Testaments of the Bible.	Children will recap that the Bible is split into the Old Testament and the New Testament. They will then look at the different books of the Bible in order and start to identify the location of different books within the Bible. Children can then consolidate what they have learnt about the Bible and why it is important for Christians.	<ul style="list-style-type: none"> Do children know that the Bible is separated into the Old Testament and the New Testament? Do children know that the birth of Jesus marks the two sections? Can children evaluate the importance of the Bible for Christians? 	<ul style="list-style-type: none"> Slides Worksheet 6A/6B/6C Books of the Bible sheet Bibles Access to computers (FSD? activity only)

NB: 'FSD? Activity only' refers to the alternative 'Fancy Something Different...?' activity within the lesson plan

Islamic Rites of Passage : RE : Year 3/4

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To understand what Islam is and what the five pillars are.	Children will identify what Islam is. They will explore the Five Pillars of Islam to gain a deeper understanding of the Islamic faith, identifying the effect each pillar has on a Muslim's life.	<ul style="list-style-type: none"> • Do children understand what Islam is? • Can children explain what the Five Pillars of Islam are? • Can children explain what communities and families celebrate and why this is important? 	<ul style="list-style-type: none"> • Slides • Worksheet 1A/1B/1C • Five Pillars Fact Sheet • Five Pillars Poster (x5) (for FSD? only)
Lesson 2	To explore Muslim birth ceremonies and naming days.	Children will consider the importance of naming a child before exploring what happens in the Muslim community when a baby is born. They will find out about some of the ceremonies and celebrations that occur before going on to look at the meaning behind some different Islamic names.	<ul style="list-style-type: none"> • Can children explain what happens in an Islamic birth/ naming ceremony? • Can children predict or explain what names represent? • Can children explain why a naming ceremony is important and how different religious ceremonies compare and differ? 	<ul style="list-style-type: none"> • Slides • Worksheet 2A/2B/2C • Timeline Template (for FSD? activity only)
Lesson 3	To find out about the Islamic marriage ceremony.	Children will identify what a marriage is and find out about some of the key features of Islamic weddings. They will explore some of the traditions surrounding the engagement and wedding preparations, as well as the actual marriage ceremony itself.	<ul style="list-style-type: none"> • Can children explain the steps in a Muslim marriage? • Can children understand some of the religious requirements for Muslims when they marry a person? • Can children explain why it is important to have a ceremony when people get married? 	<ul style="list-style-type: none"> • Slides • Worksheet 3A/3B/3C • Islamic Wedding Picture Cards • Five Senses Worksheet • Mendhi Pattern Poster (for FSD? only) • Arm and Hand Template (for FSD? only)
Lesson 4	To find out about Muslim funeral ceremonies.	Children will understand what happens at a Muslim funeral ceremony and discover how Muslims prepare bodies for burial. They will consider ways in which members of the community support one another after the loss of a loved one and consider Islamic beliefs on death.	<ul style="list-style-type: none"> • Can children explain what happens at a Muslim funeral ceremony? • Can children use their knowledge of what happens at a Muslim funeral to complete written tasks? • Can children express ways to comfort a Muslim person who is mourning a death? 	<ul style="list-style-type: none"> • Slides • Worksheet 4A/4B/4C • Quotes for Sympathy Cards (for FSD? activity only)
Lesson 5	To understand the importance of the Hajj for a Muslim person.	Children will identify what a pilgrimage is. They will then find out about the Hajj and why it is an important rite of passage for Muslims. They will discover what happens during this pilgrimage and some of the specific tasks and ceremonies that are undertaken. They will consider the impact the Hajj has on Muslims.	<ul style="list-style-type: none"> • Can children explain what the Hajj is and why it is important? • Can children detail what they would take with them on a journey and why? • Can children explain how a pilgrimage is a rite of passage and how people feel after making a journey? 	<ul style="list-style-type: none"> • Slides • Worksheet 5A/5B/5C • Hajj Images (for FSD? activity only)

NB: 'FSD? Activity only' refers to the alternative 'Fancy Something Different...?' activity within the lesson plan

Sikh Rites of Passage : RE : Year 3/4

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To find out who Sikhs are and what they believe.	Children will understand that Sikhism is one of the major world religions. They will find out how Sikhism began and why, before looking at some of the core beliefs and practices of Sikhism.	<ul style="list-style-type: none"> Do children know who Guru Nanak was and how Sikhism began? Can children describe some of the fundamental beliefs of Sikhism? Can children ask and answer questions about the basic beliefs and practices of Sikhism? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B/1C Information Sheet Domino Cards (FSD? activity only)
Lesson 2	To find out about the naming ceremonies of Sikh children.	Children will identify what happens during the 'Naam Karan' ceremony. They will find out how names for boys and girls are generated by reading from the Guru Granth Sahib, and find out that names can be given to both boys or girls. They will consider ways in which Sikh naming ceremonies are similar or different to other naming or birth ceremonies in different religions.	<ul style="list-style-type: none"> Can children describe what a 'Naam Karan' ceremony is? Can children explain how Sikh babies are given their names? Can children identify similarities and differences between Sikh naming ceremonies and those of other religions? 	<ul style="list-style-type: none"> Slides Worksheet 2A/2B/2C Sikh Names sheet (FSD? activity only) Name Plate Templates (FSD? activity only)
Lesson 3	To find out about the Sikh baptismal ceremony of Amrit.	Children will learn what the Amrit ceremony is and what happens during this ceremony. They will consider the importance of this ceremony to Sikhs and find out how and when the practice began. They will understand what the 5 Ks are and their importance to Sikhs in their daily lives.	<ul style="list-style-type: none"> Can children explain what the Amrit ceremony is and why it is important to Sikhs? Can children explain how the Amrit ceremony began? Do children know what the 5 Ks are and what they symbolise? 	<ul style="list-style-type: none"> Slides Worksheet 3A/3B/3C Amrit Story Sheet (FSD? activity only)
Lesson 4	To find out about Sikh marriage ceremonies.	Children will find out about the importance of marriage in the Sikh religion before looking at the features of a Sikh wedding ceremony. They will consider how Sikh weddings are similar to or different from weddings in other faith groups or communities.	<ul style="list-style-type: none"> Do children know some of the features of a Sikh wedding? Can children identify similarities and differences between Sikh weddings and weddings of other cultures? Can children express their knowledge of Sikh weddings in a variety of ways? 	<ul style="list-style-type: none"> Slides Worksheet 4A Fact Sheet Books/access to internet, CD ROMs, etc.
Lesson 5	To find out about Sikh funerals and beliefs on life after death.	Children will identify some of the features of Sikh funerals and identify Sikh beliefs in life after death and reincarnation. They will consider their own beliefs on life after death and compare this with the Sikh belief in reincarnation.	<ul style="list-style-type: none"> Do children know some of the features of a Sikh funeral ceremony? Can children explain some of the Sikh beliefs on life after death? Can children give their own opinions on what they think happens after death? 	<ul style="list-style-type: none"> Slides Worksheet 5A/5B Acrostic Poem sheet (FSD? activity only) End of Unit Quiz

NB: 'FSD? Activity only' refers to the alternative 'Fancy Something Different...?' activity within the lesson plan

Identity and Belonging : RE : Year 4

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To understand how drama is used to reinforce important teachings and stories in religions.	Children will consider how a number of external factors help shape our identity. They will then draw mind maps, create fact files, or write at length about how their identities are shaped by many things around them.	<ul style="list-style-type: none"> • Can children explain what an identity is? • Do children understand that many external factors can help shape a person's identity? • Can children consider the things which have helped shape their sense of identity? 	<ul style="list-style-type: none"> • Slides • Identity Fact Files • What does it mean to be British? Statements (FSD? activity only)
Lesson 2	To consider the ways in which we express our identity.	Children will consider ways in which they, and others, express their identity through their actions. They may then either describe how they express their own identities, or how religious communities express themselves by helping others.	<ul style="list-style-type: none"> • Can children think of some words to describe significant aspects of their own identity? • Can children explain some ways in which they express their identity through their actions? • Do children know some ways in which religious identity is expressed? 	<ul style="list-style-type: none"> • Slides • Worksheets 2A/2B/2C • Helping Others • Internet access, books etc. (FSD? activity only)
Lesson 3	To consider differences between the beliefs of different groups and communities, and how we can show tolerance and understanding.	Children will think about what 'diversity' means (in terms of the UK population). They will also consider how opinions about what constitutes a 'minority' group varies, and the importance of showing tolerance and understanding.	<ul style="list-style-type: none"> • Do children understand what 'diversity' means when talking about a population? • Do children know what a 'minority' faith group is? • Can children consider some ways in which we can show tolerance and understanding of those of different faiths? 	<ul style="list-style-type: none"> • Slides • Tolerance and Understanding Statements • Worksheets 3A/3B/3C/3D
Lesson 4	To explore ways in which a sense of belonging is shaped by our relationships and environment.	Children will consider how the place where they live shapes who they are, then ask and answer questions about the experiences of refugees forced to leave their homes and communities. They may then either study what religions say about welcoming newcomers, or produce posters about their own senses of belonging.	<ul style="list-style-type: none"> • Can children think of some things which help shape a sense of belonging? • Can children consider the difficulties for people forced to leave their homes? • Can children find out about some ways in which newcomers can be helped and made to feel welcome? 	<ul style="list-style-type: none"> • Slides • Worksheets 4A/4B/4C • What does the Bible say about newcomers? • What does the Qur'an say about newcomers? • Belonging Poster (FSD? activity only)
Lesson 5	To consider some of the responsibilities of belonging to a global community.	Children will learn what is meant by 'global community', then consider the rights and responsibilities of its citizens. They will then undertake a range of activities where they will show what they think the responsibilities of global citizens are.	<ul style="list-style-type: none"> • Do children know what the 'global community' is? • Can children explain what it means to be a 'global citizen'? • Can children think of some responsibilities we have as members of a global community? 	<ul style="list-style-type: none"> • Slides • Worksheet 5 • Global Issues Cards • Earth Guardians Sheet (FSD? activity only)
Lesson 6	To consider the importance of sharing in our global community.	Continuing from the last lesson, children will consider what we share with members of the global community, including shared responsibilities. They may then either find out what different religions say about sharing, or identify ways in which they help others through charitable activities.	<ul style="list-style-type: none"> • Can children think of some things which are shared by all citizens of our global community? • Can children suggest some ways in which sharing can help those less well-off? • Can children consider what religions say about the sharing of resources? 	<ul style="list-style-type: none"> • Slides • Worksheets 6A/6B/6C • The Story of Ruth • World Map (FSD? activity only)

NB: 'FSD? Activity only' refers to the alternative 'Fancy Something Different...?' activity within the lesson plan

Why is Easter important to Christians? : RE : Year 4

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To learn about the events of Palm Sunday.	Children will recall what they already know about Christianity and who Jesus was before looking at the events surrounding Jesus' entrance into Jerusalem. They will consider why he was greeted by cheering crowds and find out how Christians commemorate Palm Sunday today.	<ul style="list-style-type: none"> • Can children talk about the fact that the crowd welcomed Jesus because he was the Messiah? • Can children recount the story of Palm Sunday? • Can children explore the feelings of Jesus as he faced death? 	<ul style="list-style-type: none"> • Slides • Worksheet 1A/1B/1C • Strips of card or palm leaves (FSD? activity only)
Lesson 2	To learn about the significance of the Last Supper.	Children will identify the events surrounding the Last Supper and consider what Jesus was trying to teach his disciples through his actions. They will find out how Christians commemorate the Last Supper through communion and think about the meaning behind the bread and wine.	<ul style="list-style-type: none"> • Do children understand what Jesus was trying to tell his disciples at the Last Supper? • Can children explain why Jesus described himself as a servant? • Do children understand what the Eucharist is? 	<ul style="list-style-type: none"> • Slides • Worksheet 2A/2B • Information Sheet • Access to internet
Lesson 3	To learn about the events that led up to Jesus being arrested.	Children will find out what happened after the Last Supper and before Jesus was arrested. They will find out how Jesus was let down by his disciples in the Garden of Gethsemane and consider why some of the disciples acted in the way that they did.	<ul style="list-style-type: none"> • Can children retell the main events of the Garden of Gethsemane? • Can children begin to understand the emotions involved in the events leading up to Jesus' death? • Can children express their ideas in a variety of ways? 	<ul style="list-style-type: none"> • Slides • Worksheet 3A/3B/3C • Worksheet 3D (FSD? activity only) • Art materials (FSD? activity only) • Large sheets of paper (FSD? activity only)
Lesson 4	To find out about the events and emotions surrounding the crucifixion of Jesus.	Children will read about the events surrounding the crucifixion, considering the reasons why Jesus was put to death. They will think about how other characters within the story were feeling at various points. They can then study some art portraying the crucifixion as a stimulus for considering how they feel about it.	<ul style="list-style-type: none"> • Can children describe the events of the crucifixion? • Can children talk about the feelings of the disciples, Jesus, his friends and family? • Can children explain some of the reasons why Jesus was put to death? 	<ul style="list-style-type: none"> • Slides • Worksheet 4A/4B • Question Cards • Picture Cards • Acrostic Poem Template (FSD? activity only)
Lesson 5	To find out about the events of the resurrection and to explore Christian beliefs in life after death.	Children will find out what happened after Jesus was crucified and read the story of the resurrection. They will consider how different characters might have been feeling before exploring Christian beliefs about life after death.	<ul style="list-style-type: none"> • Can children talk about the resurrection and give reasons why Christians believe in life after death? • Can children explain the symbolism of the cross and crucifix for some Christians? • Can children interpret the different responses of people involved in the resurrection of Jesus? 	<ul style="list-style-type: none"> • Slides • Worksheet 5A/5B/5C • Picture Cards (FSD? activity only)
Lesson 6	To learn about the meaning of 'Messiah' for Jesus and to summarise the events of Holy Week.	Children will find out the meaning of the word 'Messiah' and Christian beliefs about Jesus as the Messiah, reading the story of Mary Magdalene as an example. They will then be given the chance to consolidate what they have learnt about the events of Holy Week and answer the question, 'Why is Easter important to Christians?'	<ul style="list-style-type: none"> • Can children describe the main events of Holy Week? • Do children understand what the word 'Messiah' means? • Can children interpret different understandings of the role of the Messiah? 	<ul style="list-style-type: none"> • Slides • Worksheet 6A/6B/6C • Activity Cards (FSD? activity only)

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Belief In Our Community : RE : Year 5/6

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To find out about the different beliefs of religious and non-religious communities in our local area.	Children will consider differences between what it means to have 'faith', and what it means to have 'beliefs' (including how non-religious people have beliefs). They will go on to find out about religious and non-religious communities in their local area.	<ul style="list-style-type: none"> Can children decide on some beliefs that are shared by your school community? Do children understand that many people consider 'beliefs' and 'faith' to be different things? Can children find out about religious and non-religious communities in their local area? 	<ul style="list-style-type: none"> Slides Worksheets 1A/1B/1C Community Groups Cards (FSD? activity only) Communities In My Area Sheet (FSD? activity only)
Lesson 2	To consider the ways in which belonging to a religious community can help people.	Children will read about a teenager's experiences as a member of a Jewish community, then consider ways in which being a member might help her in situations outside of that community. They will also consider some difficulties she might experience as a consequence of her beliefs.	<ul style="list-style-type: none"> Can children consider how being a member of a religious community can affect daily life? Can children explain how being a member of a religious community helps people make decisions? Can children describe positive aspects of membership of a community in their local area? 	<ul style="list-style-type: none"> Slides Worksheets 2A/2B/2C Community Member Interview Sheet (FSD? activity only)
Lesson 3	To find out about the impact faith and beliefs have had on the lives of inspirational figures.	Children will learn about Mo Farah (a Muslim) and Daniel Radcliffe (an atheist) – their achievements, what they have said about faith and beliefs, and their charity work. They will consider how their beliefs may have shaped their lives. Following this, children may research and write about significant and inspirational figures.	<ul style="list-style-type: none"> Can children describe the achievements of inspirational figures? Can children describe ways in which inspirational figures attribute their successes to their beliefs? Can children identify attributes of well-known people that they find inspirational? 	<ul style="list-style-type: none"> Slides Worksheets 3A/3B Inspirational Figures Discussion Cards (FSD? activity only)
Lesson 4	To consider the difficulties for people of different religious beliefs living in non-religious communities.	Children will consider how members of religious communities are also a part of many other, non-religious communities too. They will suggest reasons why religious people may experience difficulties in these communities at times, and consider how their beliefs may help them overcome difficulties. They may also consider how others can support people from different communities.	<ul style="list-style-type: none"> Can children give examples of non-religious or multi-faith communities in their local area? Can children explain some of the shared beliefs of non-religious communities? Can children consider the difficulties faced by religious members of non-religious communities? 	<ul style="list-style-type: none"> Slides Worksheets 4A/4B/4C Facts about Ramadan Cards Religious Community Statement Cards (FSD? only) Community Manifesto Sheet (FSD? only)
Lesson 5	To think about what makes it difficult to live life according to our own beliefs.	Children will continue to consider ways in which everyday life can make it difficult to live according to some religious beliefs, and suggest ways in which people can help themselves, and each other, in this regard. They may then either create art to show their own sense of pride as a member of a community, or discuss some given dilemmas.	<ul style="list-style-type: none"> Can children think about a time when they had difficulty living up to their own beliefs? Can children give some reasons why it is hard for young people to live up to some religious beliefs? Can children suggest how young people might cope with pressure to behave in a manner not according to their beliefs? 	<ul style="list-style-type: none"> Slides Worksheets 5A/5B/5C Dilemma Cards (FSD? activity only)

NB: 'FSD? Activity only' refers to the alternative 'Fancy Something Different...?' activity within the lesson plan

Buddhist Worship and Beliefs : RE : Year 5/6

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To find out who Buddha was and why he is important to Buddhists today.	Children will learn, through stories, about how Siddhartha Gautama achieved enlightenment and became the Buddha. They will then retell the story in their own fashion.	<ul style="list-style-type: none"> Can children explain what Buddhism is and how/when it began? Do children understand the story of how Prince Siddhartha became Buddha? Do children recognise that Buddhists do not worship a god like most other world religions? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B/1C Story Sheet
Lesson 2	To find out about some of the core beliefs and teachings of Buddhism.	Children will learn about the Three Signs of Being (central to the teachings of Buddhism). They will then discuss their meaning in relation to their own views. Some children may generate lists of morals to live by.	<ul style="list-style-type: none"> Do children know what the Three Signs of Being are? Do children know what the five moral precepts are? Can children make their own decisions about what is right and wrong? 	<ul style="list-style-type: none"> Slides Worksheet 2A/2B Coloured paper Large sheets of paper (FSD? activity only)
Lesson 3	To learn about the Four Noble Truths and the Eightfold Path.	Exploring the teachings of Buddha in greater depth, children will describe and explain the Four Noble Truths and the Eightfold Path in their own words.	<ul style="list-style-type: none"> Do children understand what the Four Noble Truths are? Do children know what the Eightfold Path is? Can children use their own words to explain Buddhist terms? 	<ul style="list-style-type: none"> Slides Worksheet 3A/3B Worksheet 3C/3D (FSD? activity only)
Lesson 4	To find out about the Buddhist beliefs of karma and reincarnation.	Children will learn about the Buddhist belief in a cycle of life, working towards achieving a state of nirvana. They will then describe the concepts of karma and reincarnation in their own fashion.	<ul style="list-style-type: none"> Can children explain what karma is? Can children explain what reincarnation is? Can children offer their own opinions about life after death? 	<ul style="list-style-type: none"> Slides Worksheet 4A/4B/4C Art materials (FSD? activity only)
Lesson 5	To find out where Buddhists worship and the role of symbols within worship.	Children will study information about a variety of places of worship, then describe their features and aspects of the worship that occur in them.	<ul style="list-style-type: none"> Do children know where Buddhists worship? Can children explain some of the symbols associated with the Buddha statue? Can children name some of the other symbols associated with Buddhism? 	<ul style="list-style-type: none"> Slides Worksheet 5A/5B Picture Cards Books, access to internet, etc. (FSD? activity only)
Lesson 6	To investigate the ways in which Buddhists worship.	Children will learn about some of the symbols, artefacts and activities associated with Buddhist worship. They may then either recreate aspects of these (such as prayer flags and shrines), or describe how Buddhists worship in their own words.	<ul style="list-style-type: none"> Can children explain what the word 'worship' means? Do children know some of the ways in which Buddhists worship? Can children evaluate the ways in which Buddhist worship is similar or different to worship in other religions? 	<ul style="list-style-type: none"> Slides Fabric or coloured paper Worksheet 6A Meditation Sheet (FSD? activity only) End of Unit Quiz

NB: 'FSD? Activity only' refers to the alternative 'Fancy Something Different...?' activity within the lesson plan

Sikh Worship and Community : RE : Year 5/6

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To find out what Sikhs believe and some of the features of Sikh worship.	Children will identify Sikhism as one of the major world religions. They will find out how Sikhism began and how it developed through the teaching of the ten gurus. They will find out what the gurus taught and some key features of Sikh worship and belief.	<ul style="list-style-type: none"> • Do children know where and when Sikhism began? • Can children describe what Sikhs believe? • Can children describe some of the features of Sikh worship? 	<ul style="list-style-type: none"> • Slides • Worksheet 1A/1B/1C • Information Sheet • Fact Cards (FSD? activity only) • Questions Sheets (FSD? activity only)
Lesson 2	To find out how Sikhs worship through prayer.	Children will consider what prayer is before looking at the Mool Mantar. They will identify this as a key prayer in Sikhism and consider what we can learn about Sikh beliefs from it. They will also find out about the Ik Onkar symbol and its significance for Sikhs.	<ul style="list-style-type: none"> • Can children explain what prayer is in their own words? • Can children explain how Sikhs worship through prayer? • Do children know what the Mool Mantar is and what it represents in Sikhism? 	<ul style="list-style-type: none"> • Slides • Worksheet 2A/2B/2C • Picture Card • Cushions/mats (FSD? activity only)
Lesson 3	To find out how children are welcomed into the Sikh community.	Children will identify Naam Karan and Amrit as two ceremonies that welcome children, young people and adults into the Sikh faith. They will find out what happens at these ceremonies, including what the 5 Ks are and how Sikh children are given their names. They will then compare these ceremonies with their own experiences of joining a group or community.	<ul style="list-style-type: none"> • Can children describe the Sikh naming ceremony? • Can children describe the Amrit ceremony? • Can children relate the welcoming of children into the Sikh community with their own experiences of joining a group or community? 	<ul style="list-style-type: none"> • Slides • Vocabulary Cards • Worksheet 3A/3B/3C • Story Sheet (FSD? activity only) • Thinking Question Cards (FSD? activity only)
Lesson 4	To explore the Sikh tradition of the langar.	Children will find out about the langar and what happens during this communal meal. They will consider the caste system and identify that Sikhs believe equality to be a crucial aspect of their faith. Children will consider their own ideas about equality and how people of different races, creeds and beliefs should be treated.	<ul style="list-style-type: none"> • Can children describe what the langar is and how the tradition of communal meals began? • Do children know why Sikhs take part in the langar? • Can children explain what the langar shows about Sikh beliefs? 	<ul style="list-style-type: none"> • Slides • Challenge Cards • Worksheet 4A/4B • Food and drink to share (FSD? activity only) • Plates and cups (FSD? activity only)
Lesson 5	To explore the Sikh practice of sewa.	Children will find out what the Sikh practice of 'sewa' is and identify that it is an important form of Sikh worship. They will find out about the three different aspects of sewa: physical, mental and material service. Children will then consider ways in which they help other people and consider how they could apply the Sikh idea of sewa in their own lives.	<ul style="list-style-type: none"> • Do children know what 'sewa' is and why it is important to Sikhs? • Do children know what the three different aspects of sewa are? • Can children identify ways in which they could perform good deeds to help others? 	<ul style="list-style-type: none"> • Slides • Worksheet 5A/5B/5C • End of Unit Quiz

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Stories of Hinduism : RE : Year 5/6

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To understand that Hindus believe God is represented in different forms.	Children will identify some key beliefs and features of Hinduism. They will recognise Hinduism as one of the major religions of the world and start to identify some key Hindu deities. They will read the story of Knappar the Hunter and find out what Shivalingas are.	<ul style="list-style-type: none"> • Can children recall some main facts about Hinduism? • Can children compare elements of Hinduism with their own beliefs? • Do children understand that Hindus believe there is one God who takes many forms? 	<ul style="list-style-type: none"> • Slides • Worksheet 1A • Discussion Cards • Story A/B • Hindu God Sheet (FSD? activity only)
Lesson 2	To explore how Krishna is represented in Hindu stories.	Children will identify Krishna as the eighth avatar of Vishnu. They will read two stories about Krishna and discuss what they can learn from them. They will use the stories as a basis for considering some big questions, such as 'Is it always wrong to steal?'	<ul style="list-style-type: none"> • Can children say who Krishna was? • Can children discuss the themes and messages in the two Hindu stories? • Can children think of their own 'big questions' to answer? 	<ul style="list-style-type: none"> • Slides • Worksheet 2A/2B/2C • Story Cards (FSD? activity only)
Lesson 3	To explore Hindu teachings on success.	Children will consider what they work hard at and what they have succeeded at so far in life, even when they have found something challenging initially. They will read two stories which portray Hindu beliefs of hard work, effort and success, and consider what messages lie within the stories.	<ul style="list-style-type: none"> • Can children give examples of how and why they work hard? • Can children discuss the themes and messages in the two Hindu stories? • Can children relate the messages taught in these stories to their own lives? 	<ul style="list-style-type: none"> • Slides • Story Sheet A/B • Picture Cards • Paints, stones (FSD? activity only)
Lesson 4	To explore the theme of punishment and forgiveness in a Hindu story.	Children will consider the idea of transformation through the story of Ajamil. They will think about the concepts of punishment and forgiveness, and debate their opinions.	<ul style="list-style-type: none"> • Can children recall the events and themes in the story of Ajamil? • Can children think of reasons to back up their arguments? • Can children listen to the views of others? 	<ul style="list-style-type: none"> • Slides • Worksheet 4A/4B/4C/4D • Debate Card A/B/C • Voting Cards • Scenario Cards (FSD? activity only)
Lesson 5	To explore a Hindu teaching about telling the truth.	Children will read the story of Kabir to help them identify Hindu beliefs about honesty. They will consider why telling the truth can sometimes be challenging and identify the consequences of not telling the truth in a variety of scenarios.	<ul style="list-style-type: none"> • Can children say what the Hindu teaching on the truth is? • Can children recall the events and themes in the story of Why Speak the Truth? • Do children understand that telling the truth can be a difficult thing to do? 	<ul style="list-style-type: none"> • Slides • Worksheet 5A/5B/5C/5D • Optional extracts from books (FSD? activity only)

NB: 'FSD? Activity only' refers to the alternative 'Fancy Something Different...?' activity within the lesson plan

What happens when we die? : RE : Year 5

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To understand that sadness is felt by everyone at some points during their lives.	Children will think about losses, and how big or small they may be. They will go on to consider the importance of understanding how they and others might feel when experiencing a bereavement, and how people cope with this type of loss.	<ul style="list-style-type: none"> Do children recognise that loss and sadness are shared human experiences? Can children express their own ideas about loss and death? 	<ul style="list-style-type: none"> Slides Worksheet 1 Scenario Cards Questions About Loss (FSD? activity only)
Lesson 2	To understand how the death of a person is marked and commemorated in different religions and communities.	Children will firstly share their own ideas about what happens when a person dies, then learn about what happens inside the body. They will go on to study and describe funeral traditions in a variety of communities.	<ul style="list-style-type: none"> Can children explore and compare funeral traditions in different religions and communities? Can children explain some ways in which some funeral traditions offer comfort for those experiencing a bereavement? 	<ul style="list-style-type: none"> Slides Worksheets 2A/2B Funeral Fact Cards Funeral Traditions A/B
Lesson 3	To express your own ideas, and understand the ideas of others, about what happens when a person dies.	Children will consider their own views about what happens when a person dies, as well as the views of some religions. They will go on to consider how these ideas may help those experiencing a bereavement. The views of some humanists and atheists are also shared.	<ul style="list-style-type: none"> Can children express their own ideas about what happens when a person dies? Can children explore the ideas of others regarding what happens when a person dies? 	<ul style="list-style-type: none"> Slides Buddhist Beliefs A/B Worksheet 3
Lesson 4	To understand that it is important to express the emotions that you feel.	Children will consider the importance of expressing sadness when experiencing loss, and learn about ways in which people cope and seek help with their feelings of sadness. Following this, children may explore ways in which feelings can be expressed through art.	<ul style="list-style-type: none"> Can children discuss ways in which prayer and talk can help people express their feelings? Do children recognise that difficult ideas and feelings can be expressed artistically? 	<ul style="list-style-type: none"> Slides Art Challenge A/B Picture Frame sheet A choice of art materials (FSD? activity only)
Lesson 5	To think of practical ways of remembering someone who has died.	Children will learn about ways in which we remember people who have died, and why. Following this, children may either think of ways a person experiencing a bereavement may wish to remember the person who has died, or write obituaries for significant historic figures.	<ul style="list-style-type: none"> Can children explore some ways in which people who have died are remembered during funerals, ceremonies and other religious services? Can children explain why remembering a person who has died can help those suffering bereavement? Can children think of some ways to remember a person who has died? 	<ul style="list-style-type: none"> Slides Mind Map Challenge Inspirational Figures (FSD? activity only) Obituary sheet (FSD? activity only)

NB: 'FSD? Activity only' refers to the alternative 'Fancy Something Different...?' activity within the lesson plan

What is a church? : RE : Year 6

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To consider what is written in the Bible about the foundation of the Christian church.	Children will consider whether a 'church' is a building, its people, or both. They will go on to find out about makeshift or adapted places of worship, then read and discuss what is written about the formation of the Christian church in the Bible.	<ul style="list-style-type: none"> Can children explain in their own words that churches are buildings but they are also a community of people? Can children describe some beliefs and actions of the apostles as described in Acts? Can children explain some of the risks and sacrifices endured by the apostles, giving reasons why they chose to endure them? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B/1C Acts Excerpts 1A/1B Discussion Card 1
Lesson 2	To consider ways in which churches reflect local culture.	Children will study images and videos of some unusual and varied places of Christian worship around the world, identifying similarities and differences. They will then consider how churches reflect local culture and communities.	<ul style="list-style-type: none"> Do children understand that a church is a building, but it is also a community of people with the same religious beliefs? Can children suggest reasons for features of churches or aspects of worship that reflect local culture? Can children identify common features of all churches? 	<ul style="list-style-type: none"> Slides Worksheets 2A/2B/2C/2D Fact Cards 2 Blank writing frames and cue cards
Lesson 3	To consider how churches help Christians worship.	Children will consider the effect that the design and layout of churches has on visitors coming to worship. They will also consider and discuss reasons why Christians may meet in many other places, too.	<ul style="list-style-type: none"> Can children describe how Christians might feel when they come to a church to worship? Can children describe ways in which church buildings are designed to structure and support worship? Can children express their own ideas about reflection, thanksgiving or remembrance, either religious or non-religious? 	<ul style="list-style-type: none"> Slides Discussion Cards 3A/3B Worksheet 3A (FSD? activity only)
Lesson 4	To identify ways in which churches serve their communities.	Through reading excerpts from the Bible, children will consider how Christians serve members of their own community. They will go on to consider ways in which churches also serve other communities such as the neighbourhoods in which they are based.	<ul style="list-style-type: none"> Can children explain what the Bible says about helping others in a community? Can children identify ways in which church buildings are used to serve communities? Can children identify ways in which churches organise activities and events which serve communities? 	<ul style="list-style-type: none"> Slides Worksheet 4A/4B Blank writing frames Access to school online learning platform/blogging websites
Lesson 5	To consider ways in which local churches form part of a global community.	Children will read some facts and statistics about Christianity globally, then do research to find out more about how churches are linked, and what they do as members of the global Christian community. They may present their findings in a variety of ways.	<ul style="list-style-type: none"> Can children describe some ways in which Christians connect with other Christians globally? Can children describe activities of local churches which connect with the wider, global Christian community? Can children consider ways in which their own communities have global links? 	<ul style="list-style-type: none"> Slides Worksheet 5A/5B Fact Sheet 5A Question Cards Blank writing frames Challenge Cards
Lesson 6	To reflect on what has been learned about the Christian church.	Children will work in groups to gather and synthesise what they have learned and understood during these lessons, then feed back to the class. They may also provide written feedback about their learning.	<ul style="list-style-type: none"> Can children reflect on their learning about the church? Can children describe their own thoughts and those of others? Can children synthesise the views of others and describe them in their own words? 	<ul style="list-style-type: none"> Slides Challenge Card 6A/6B/6C Worksheet 6A (FSD? activity only) Blank writing frames Feedback 6A (plenary)

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