

**Religion and World Views Medium Term Plan**

**Foundation Stage One**

FS1.1 Special Places	FS1.2 Special Times	FS1.3 Special People	FS1.4 Special Books	FS1.5 Special Things
<p><b>Key Concepts – special</b></p> <p><b>Curricular Goal</b> Pupils can say why their home is special</p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>To be able to say what special means</li> <li>To be able to say special places to them</li> <li>To be able to say why places are special</li> </ul> <p><b>Substantive Knowledge (Sticky Knowledge)</b> <u>Know that something is special because it belongs to them.</u> <u>Know some of the special places around them – home, school.</u> <u>Know that different people have different special places.</u></p> <p><b>Disciplinary Knowledge</b> Use stories, songs and pictures to explore special places</p> <p><b>Key Vocabulary</b> Special, home, school, different, people</p>	<p><b>Key Concepts – Special</b></p> <p><b>Curricular Goal</b> Pupils can say how they feel when it is their birthday</p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>To be able to say why a birthday is special</li> <li>To be able to share what happens on a birthday</li> </ul> <p><b>Substantive Knowledge (Sticky Knowledge)</b> <u>Know that a birthday is a special time</u> <u>Know that people celebrate birthdays in different ways</u></p> <p><b>Disciplinary Knowledge</b> Use stories, songs and pictures to explore special times</p> <p><b>Key Vocabulary</b> Special, birthday, celebrate, different</p>	<p><b>Key Concepts – special</b></p> <p><b>Curricular Goal</b> Pupils can say who the special people are in their lives</p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>To be able identify special people around them</li> <li>To be able to say what makes people special</li> </ul> <p><b>Substantive Knowledge (Sticky Knowledge)</b> <u>Know that their family is special to them</u> <u>Know that people outside of their family can be special</u></p> <p><b>Disciplinary Knowledge</b> Use stories, songs and pictures to explore special people</p> <p><b>Key Vocabulary</b> Special, home, school, different, people, family, friends</p>	<p><b>Key Concepts – special</b></p> <p><b>Curricular Goal</b> Pupils can say which book is special to them</p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>To be able to identify special books</li> <li>To be able to say why books can be special</li> </ul> <p><b>Substantive Knowledge (Sticky Knowledge)</b> <u>Know that books can be special and need to be looked after</u> <u>Know that different people have different special books</u></p> <p><b>Disciplinary Knowledge</b> Use books and pictures to explore special books</p> <p><b>Key Vocabulary</b> Special, home, school, different, people, books</p>	<p><b>Key Concepts – special</b></p> <p><b>Curricular Goal</b> Pupils describe their favourite toy and say why it is special</p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>To be able to talk about a favourite toy</li> <li>To be able to explain why a toy is special</li> </ul> <p><b>Substantive Knowledge (Sticky Knowledge)</b> <u>Know that toys can be special and that different people can have different special objects, including toys</u></p> <p><b>Disciplinary Knowledge</b> Use stories, songs and pictures to explore special things</p> <p><b>Key Vocabulary</b> Special, home, school, different, people, books, toys</p>

**Foundation Stage Two**

FS2.1 Special Places	FS2.2 Special Times (Christmas)	FS2.3 Special People	FS2.4 Special Books	FS2.5 Special Things
<p><b>Key Concepts – Worship</b></p> <p><b>Curricular Goal</b> Pupils can say that Christians go to church and Muslims go to a mosque and can say why these are special places</p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>To be able to identify special places in the community</li> <li>To be able to say why places are special to different faith communities</li> </ul> <p><b>Substantive Knowledge (Sticky Knowledge)</b> <u>Know that a church is a special place for Christians because they believe it is the house of God.</u> <u>Know that a mosque is a special place for Muslims because they go there to pray.</u></p> <p><b>Disciplinary Knowledge</b> Use stories, songs, artefacts and pictures to explore special places</p> <p><b>Key Vocabulary</b> Earth, church, mosque, Christians, Muslims, religion, belief, Christianity, Islam</p>	<p><b>Key Concepts – God</b></p> <p><b>Curricular Goal</b> Pupils can say that Christians believe Jesus was born at the first Christmas</p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>To be able to say how Christians celebrate Christmas</li> <li>To be able to retell the main events of the Christmas story</li> </ul> <p><b>Substantive Knowledge (Sticky Knowledge)</b> <u>Know that Christians believe that Jesus' birth was the first Christmas</u></p> <p><b>Disciplinary Knowledge</b> Use stories, songs, pictures, artefacts and the Nativity play to explore special times</p> <p><b>Key Vocabulary</b> Christmas, Jesus, born, Bethlehem, stable, Mary, Joseph, kings, shepherds, angels, star</p>	<p><b>Key Concepts – God</b></p> <p><b>Curricular Goal</b> Pupils can say that Christians believe Jesus was the son of God Pupils can say that Christians worship God Pupils can say that Muslims worship Allah</p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>To be able to identify the special people in Christianity and Islam</li> <li>To be able to say how different religions have different special people</li> </ul> <p><b>Substantive Knowledge (Sticky Knowledge)</b> <u>Know that Christians think Jesus is a special person because they believe he is the son of God</u> <u>Know that Allah is different name for God and is used in Islam</u></p> <p><b>Disciplinary Knowledge</b> Use stories, songs and pictures to explore special people</p> <p><b>Key Vocabulary</b> Jesus, God, son, Allah, priest, imam, belief, religion</p>	<p><b>Key Concepts – God</b></p> <p><b>Curricular Goal</b> Pupils can say that Christians believe that God made the world Pupils can say that the Christian holy book is the Bible Pupils can say that the Qur'an is the holy book of Islam</p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>To be able to say how Christian believe the world was made</li> <li>To be able to identify special books in different religions</li> </ul> <p><b>Substantive Knowledge (Sticky Knowledge)</b> <u>Know that the special book for Christians is the Bible.</u> <u>Know that the special book for Muslims is the Qur'an.</u></p> <p><b>Disciplinary Knowledge</b> Use stories, songs, artefacts and pictures to explore special places</p> <p><b>Key Vocabulary</b> Bible, Qur'an, holy, sacred</p>	<p><b>Key Concepts – worship</b></p> <p><b>Curricular Goal</b> Pupils can describe some important symbols for Christians and Muslims</p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>To be able to identify important symbols for Christians and how these are different to important symbols for Muslims</li> </ul> <p><b>Substantive Knowledge (Sticky Knowledge)</b> <u>Know that the candle is an important symbol for Christians</u> <u>Know that the cross is an important symbol for Christians</u> <u>Know that the star and crescent is an important symbol for Muslims</u> <u>Know that the prayer mat is an important symbol for Muslims</u></p> <p><b>Disciplinary Knowledge</b> Use stories, songs, artefacts and pictures to explore special places</p> <p><b>Key Vocabulary</b> Cross, prayer mat, candles, star &amp; crescent, belief</p>

**Year 1**

1.1 Belonging	Christmas	1.2 Worship	Easter	1.3 What a wonderful world
<i>Links to prior learning: FS2.1 Special places</i>	<i>Links to prior learning: FS2.2 Special times</i>	<i>Links to prior learning: FS2.1 Special places</i>	<i>Links to prior learning: FS2.4 Special books</i>	<i>Links to prior learning: FS2.4 Special books</i>

<p>FS2.4 Special books FS2.5 Special things <b>Key Concepts – faith</b> <b>Curricular Goal</b> Describe how the actions of Muslims and Christians show that they belong to their faith group. <b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>To be able to explain why symbols and artefacts are important to members of faith groups</li> <li>To be able to describe how a person of faith lives their life</li> <li>To be able to recall the religious rituals and ceremonies connected with important times in the lives of Christians</li> <li>To be able to recall the religious rituals and ceremonies connected with important times in the lives of Muslims.</li> </ul> <p><b>Substantive Knowledge (Sticky Knowledge)</b> (To know and remember) <b>Christianity</b> Christians go to a church to worship A Bible is the Christian holy book A Cross is the main symbol of the Christian religion At a Christening, a baby is welcomed into the Christian faith Two people exchange rings at a wedding to symbolise their love and commitment to each other <b>Islam</b> The Quran is the Holy text of Islam Muslim people go to a mosque to worship An Imam teaches the Quran and leads the Muslim community A Muslim naming ceremony is called Aqiqah A Muslim wedding is called a Nikah <b>Disciplinary Knowledge</b> Ask questions about religious artefacts, symbols and the actions of faith members Use a secondary source for information – a factual video Role play what happens at a Christian Baptism/ a factual video of a Muslim Naming Ceremony Label the symbols, artefacts and people in religious ceremony Discuss their own experiences about what they are learning Speak to a person of faith about special ceremonies and their role in them Think about what is important to them and why certain symbols and artefacts are important to people of faith Make comparisons between ceremonies of the two faiths <b>Key Vocabulary</b> Religion, life values, rules, naming ceremonies, promises</p>	<p>FS2.4 Special books <b>Key Concepts – Belief</b> <b>Curricular Goal</b> Retell the Nativity story. Recall the signs that tell us that Christmas is coming. <b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>To be able to retell the Nativity story.</li> <li>To be able to explain why Christmas is important to Christians.</li> <li>To be able to identify signs that tell us Christmas is coming by using our senses.</li> <li>To be able to explain how Christians prepare for Christmas both at home and in a Church.</li> <li>To be able to explain how non-Christian (Atheist) families prepare for Christmas.</li> </ul> <p><b>Substantive Knowledge (Sticky Knowledge)</b> (To know and remember); Signs that tell us that Christmas is coming: Sights – Advent calendars, candles, Christingles, tree decorations, wreaths Sounds – bells, Christmas music, Carols Tastes – different types of food – Christmas dinner, gingerbread, chestnuts Touch – wrapped presents, opening cards Smells – incense, spices, food The Nativity story celebrates and retells the birth of Jesus. <b>Disciplinary Knowledge</b> Use a secondary source for information – a factual video Role play the Nativity story Discuss what happens at Christmas and their own experiences about what they are learning Speak to a person of faith about special ceremonies at Christmas time and their role in them Think about why Christmas is important to Christians Make comparisons between their own experiences of Christmas Sort the signs that tell us that Christmas is coming. <b>Key Vocabulary</b> Advent, nativity, festival, celebration</p>	<p>FS2.3 Special people FS2.4 Special books FS2.5 Special things <b>Key Concepts – worship</b> <b>Curricular Goal</b> Describe the places where Christians and Muslims worship and the artefacts within Describe the different ways Christians and Muslims may worship <b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>To be able to describe places of worship for Christians and Muslims</li> <li>To be able to describe the artefacts used by Christians and Muslims during times of worship</li> <li>To be able to recall what it means to worship</li> <li>To be able to recall how Christians worship</li> <li>To be able to recall how Muslims worship</li> </ul> <p><b>Substantive Knowledge (Sticky Knowledge)</b> (To know and remember) A Christian place of worship is a church A church is a special place for Christians A Mosque is a special place for Muslims A Muslim place of worship is a Mosque Muslims use prayer mats when in worship Atheists do not worship God <b>Disciplinary Knowledge</b> Ask questions about religious artefacts, symbols and the actions of faith members Use a secondary source for information – a factual video Discuss what happens in a place of worship Make comparisons between how Christians worship and how Muslims worship Speak to a person of faith about how they worship Sequence what happens before you pray in a Mosque. Label the symbols, artefacts and people involved in worship <b>Key Vocabulary</b> Worship, Church, altar, pews, lectern, Bible, Quran, Mosque, Prayer mat</p>	<p>FS2.5 Special things <b>Key Concepts – Belief</b> <b>Curricular Goal</b> Retell the Easter story. Recall the artefacts and symbols associated with Eastertime. <b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>To be able to retell the Easter story.</li> <li>To be able to explain why Easter is important to Christians.</li> <li>To be able to identify signs that tell us Easter is coming by using our senses.</li> <li>To be able to explain how Christians prepare for Easter both at home and in a Church.</li> <li>To be able to explain how non-Christian (Atheist) families prepare for Easter.</li> </ul> <p><b>Substantive Knowledge (Sticky Knowledge)</b> (To know and remember) A simple version of the Easter story, focusing on Holy week and Jesus coming back to life. Using the senses to explore artefacts and symbols associated with Eastertime:</p> <ul style="list-style-type: none"> <li>Shrove Tuesday (pancakes)</li> <li>Ash Wednesday (ash crosses)</li> <li>Lent (giving things up)</li> <li>Mothering Sunday (cards and gifts for Mum)</li> <li>Palm Sunday (palm crosses)</li> <li>Good Friday (hot cross buns)</li> <li>Easter day (chocolate eggs)</li> </ul> <p><b>Disciplinary Knowledge</b> Ask questions about religious artefacts and symbols Use a secondary source for information – a factual video Sort the signs that tell us that Easter is coming. Think about why Easter is important to Christians Discuss what happens at Easter and their own experiences about what they are learning Speak to a person of faith about special ceremonies at Eastertime and their role in them <b>Key Vocabulary</b> Festival, celebration, Lent, Holy week, Shrove Tuesday, Ash Wednesday, Palm Sunday, Good Friday, Easter day</p>	<p><b>Key Concepts – God</b> <b>Curricular Goal</b> Describe why the world is special and how to take care of it. Describe how Muslims and Christians believe that the world was created. <b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>To be able to retell the Christian creation story</li> <li>To be able to retell the Islamic creation story</li> <li>To be able to identify similarities and differences between creation stories.</li> <li>To be able to say why the world is a special place for faith and non-faith members.</li> <li>To be able to explain how we can care for the world.</li> </ul> <p><b>Substantive Knowledge (Sticky Knowledge)</b> (To know and remember) Christians believe that God created the world. Muslims believe that Allah created the world. Christians and Muslims believe that the world was given to them to care for. Atheists do not believe that God created the world. <b>Disciplinary Knowledge</b> Use a secondary source for information – a factual video Speak to a person of faith about a creation story Sequence a creation story Make comparisons between the Christian creation story and the Islamic story Discuss how we can take care of the world. Think about why the world is a special place for faith and non-faith members. <b>Key Vocabulary</b> Environment, climate, world, universe, precious, care</p>
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Year 2				
2.1 Lead us not into temptation	Christmas	2.2 Believing	Easter	2.3 Questions, questions
<p><b>Links to prior learning:</b> Unit 1.2 Worship <b>Key Concepts – right &amp; wrong</b> <b>Curricular Goal</b></p>	<p><b>Links to prior learning:</b> Christmas Unit (KS1) <b>Key Concepts: Festival</b> <b>Curricular Goal</b> Describe how Christians celebrate the festival of Christmas Retell the nativity story including the thoughts of the shepherds</p>	<p><b>Links to prior learning:</b> Unit 1:1 Belonging Unit 1.2 Worship <b>Key Concepts: Belief</b> <b>Curricular Goal</b> Describe the similarities and differences between the key beliefs</p>	<p><b>Links to prior learning:</b> Easter Unit (KS1) <b>Key Concepts: Festival</b> <b>Curricular Goal</b> To be able to explain why the Easter story is important to Christians.</p>	<p><b>Links to prior learning:</b> Unit 1.3 What a wonderful world (Creation stories) <b>Key Concepts: God</b> <b>Curricular Goal</b> Describe what Christians and Muslims believe about God and say</p>

<p>Pupils will make links between religious rules and values for living.</p> <p><b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>To be able to know what it means to be 'good'</li> <li>To be able to know why we have rules</li> <li>To be able to explain how sacred books teach faith members rules and values for living</li> <li>To be able to describe how people know what is right and wrong.</li> <li>To be able to recognise differences and similarities between religious rules and school rules.</li> </ul> <p><b>Substantive Knowledge (Sticky Knowledge)</b> (To know and remember)</p> <p>Faith stories teach faith members how to live</p> <p><u>People use their morals to decide what is right and wrong</u></p> <p>Faith members use sacred books to learn religious rules</p> <p><u>Faith members followed religious rules in their daily life</u></p> <p><u>Atheists do not read religious doctrine to inform their own rules and values.</u></p> <p><u>Rules and values for living can be obtained from non- religious sources.</u></p> <p><b>Disciplinary Knowledge</b></p> <p><i>Ask questions</i> about how people make moral choice</p> <p><i>Use a secondary source</i> for information – a factual video</p> <p><i>Retell</i> the story from the point of view of a character from the Good Samaritan</p> <p><i>Discuss</i> their own experiences about what they are learning</p> <p><i>Speak to a member of faith</i> about religious rules that they follow and their values for living</p> <p><i>Think about</i> what is important to them and why certain symbols and artefacts are important to people of faith</p> <p><i>Make comparisons</i> between ceremonies of the two faiths</p> <p><i>Making links</i> between the religious rules and values for living</p> <p><b>Key Vocabulary</b></p> <p>Consequence, good, evil, fairness, moral choices, Adam and Eve, temptation</p>	<p>and the wise men.</p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>To be able to suggest reasons why festivals are important</li> <li>To be able to explain why the Christmas story is 'good news' for Christians</li> <li>To be able to explain the role of the shepherds and wise men in the Christmas story</li> </ul> <p><b>Substantive Knowledge (Sticky Knowledge)</b></p> <p>The wise men (Magi) and their gifts</p> <ul style="list-style-type: none"> <li>-gold for Jesus as king</li> <li>- Frankincense for Jesus as the one who comes as a priest from God to mankind</li> <li>- Myrrh as a foretelling of Jesus' death</li> </ul> <p><u>The wise men brought gifts for Jesus to celebrate His birth</u></p> <p><b>Disciplinary Knowledge</b></p> <p><i>Retell</i> parts of the Christmas story from the point of view of the wise men</p> <p><i>Use a secondary source</i> for information – a factual video</p> <p><i>Role play</i> the shepherds and wise men in the Nativity story</p> <p><i>Discuss</i> what happens at Christmas and their own experiences</p> <p><i>Speak to a person of faith</i> about special ceremonies at Christmas time and their role in them</p> <p><i>Think about</i> why festivals are important</p> <p><i>Make comparisons</i> between their own experiences of Christmas</p> <p><b>Key Vocabulary</b></p> <p>Advent, nativity, festival, celebration</p>	<p>of Christians and Muslims.</p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>To be able to recall what Christians believe</li> <li>To be able to recall what Muslims believe</li> <li>To be able to identify differences and similarities between the beliefs of Christians and Muslims</li> <li>To be able to understand why we should respect other people's beliefs</li> <li>To know if people who do not follow a religion (Atheists) have their own beliefs</li> <li>To be able to describe how religious people may express their beliefs</li> </ul> <p><b>Substantive Knowledge (Sticky Knowledge)</b></p> <p><u>People of faith have different beliefs.</u></p> <p><u>People of can follow different religions but they can have some similar beliefs.</u></p> <p><u>People who do not follow a religion can have their own beliefs.</u></p> <p><b>Disciplinary Knowledge</b></p> <p><i>Ask questions</i> about what Muslims and Christians believe</p> <p><i>Use a secondary source for information</i>—a factual video</p> <p><i>Discuss</i>— their own beliefs</p> <p><i>Speak to a member of faith</i> about what their beliefs are</p> <p><i>Speak to an Atheist</i> about if they have any beliefs even though they do not follow a religion</p> <p><i>Identify</i>— similarities and differences between the beliefs of Christians and Muslims</p> <p><i>Think about</i> what a belief is and why we should respect other people's beliefs</p> <p><i>Make comparisons</i> between what Muslims and Christians believe</p> <p><b>Key Vocabulary</b></p> <p>Named characters and artefacts from chosen faiths, prayer</p>	<p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>To be able to retell the Easter story</li> <li>To be able to explain why people were excited to welcome Jesus on Palm Sunday</li> <li>To be able to explain why the festival of Easter is an important celebration for Christians</li> </ul> <p><b>Substantive Knowledge (Sticky Knowledge)</b></p> <p><u>Palm Sunday is the first day of Holy week and the Sunday before Easter.</u></p> <p><u>Palm Sunday reminds Christians of the journey that Jesus took into Jerusalem.</u></p> <p><u>Easter is so important to Christians because it revolves around the death and resurrection of Jesus.</u></p> <p>Jesus was welcomed as a king, but he did not see himself as a king. Kings rode horses and Jesus arrived on a donkey.</p> <p><b>Disciplinary Knowledge</b></p> <p><i>Sequencing</i>— the events of the Easter story</p> <p><i>Hot seating</i>— the donkey that Jesus rode on</p> <p><i>Discuss</i>— their own experiences of Easter</p> <p><i>Use a secondary source</i> for information – a factual video</p> <p><i>Think about</i> why Easter is important to Christians</p> <p><b>Key Vocabulary</b></p> <p>Festival, celebration, Lent, Holy week, Shrove Tuesday, Ash Wednesday, Good Friday, Easter Day</p>	<p>how Atheists views are different</p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>To be able to understand that some questions have no simple answers</li> <li>To be able to identify the names for God in different faiths (Christianity and Islam)</li> <li>To be able to express what believers say God is like</li> <li>To be able to ask and talk about Big Questions</li> <li>To know that religions may offer different answers to the same question</li> </ul> <p><b>Substantive Knowledge (Sticky Knowledge)</b></p> <p><u>Muslims worship Allah</u></p> <p><u>Christians worship God</u></p> <p><u>Christians support charities such as CAFOD who look after people and communities around the world</u></p> <p><u>Muslims support charities such as Muslim Global Relief who look after people and communities around the world</u></p> <p><u>Atheists also support charities</u></p> <p><b>Disciplinary Knowledge</b></p> <p><i>Speak to a member of faith</i> about what they think God is like</p> <p><i>Think about</i> why some questions might not have a simple answer</p> <p><i>Discuss</i>— their own beliefs about creation and what God is like if they are religious</p> <p><i>Use a secondary source for information</i>—a factual video</p> <p><i>Ask questions</i> about what Muslims and Christians believe</p> <p><i>Identify</i> the names for God in different religions</p> <p><i>Sort</i> questions that have simple answers and ones that do not</p> <p><i>Make comparisons</i> between what Muslims and Christians believe</p> <p><b>Key Vocabulary</b></p> <p>Universe, cycle of life, charities, CAFOD, Muslim Global Relief</p>
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# Kingswood Parks

## PRIMARY SCHOOL

Year 3				
3.1 Remembering	Christmas	3.2 Founders of faith	Easter	3.3 Sacred Places
<p><b>Links to prior learning:</b> Unit 1:2 Worship</p> <p><b>Key Concepts:</b> Festival</p> <p><b>Curricular Goal</b> Compare the ways in which Christians, Muslims and Hindus celebrate religious festivals in the community and across the world.</p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>To be able to reflect and share why people celebrate religious and cultural events</li> <li>To be able to explain what different religious festivals or remembrances have in common</li> <li>To be able to explain how faith members use symbols and artefacts within their celebrations</li> <li>To be able to explain what actions or rituals are performed at a celebration or remembrance</li> <li>To be able to explain when remembrance is a happy time and when it is a sad time</li> </ul> <p><b>Substantive Knowledge (Sticky Knowledge)</b> Christians celebrate Harvest festival to remember that God made the world and to thank him for the food in it. Christians collect food and donate this to food banks, charities and shelters. Muslims celebrate Eid Milad-un-Nabi to celebrate the life of the Prophet Muhammad PBUH, his teachings, sufferings, and his character. Muslims celebrate the occasion by wearing new clothes, offering prayers, and exchanging gifts. Hindus celebrate Navaratri to remember good triumphing over evil. During this time Hindus wear different colours, fast, dance and pray.</p> <p>There are also festivals which remember or commemorate people or events in the past such as Remembrance Day. On this day people of many faiths and non-religious people remember those who have served and died in wars around the world.</p> <p><b>Disciplinary Knowledge</b> <i>Compare</i> – festivals that Christians, Muslims and Hindus celebrate. <i>Speak to a member of faith</i> - about festivals that they celebrate. <i>Think about</i> – festivals that remember or commemorate people or events in the past. <i>Explain</i> – what happens at each of the different festivals. <i>Discuss</i> – when each of the festivals take place. <i>Make links</i> – between religious festivals and why people take part in them. <i>Use a secondary source</i> for information – a factual video <i>Describe</i> - how remembering can be a happy time and a sad time.</p> <p><b>Key Vocabulary</b> Festival, celebration, remembrance</p>	<p><b>Links to prior learning:</b> Year 2 Christmas Unit</p> <p><b>Key Concepts:</b> God</p> <p><b>Curricular Goal</b> Describe the nativity story from Mary’s point of view and from the perspective of one of the wise men.</p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>To be able to explain why Mary was such an important part of the Christmas story</li> <li>To be able to express Mary’s feelings up to the time of Jesus’ birth (<i>Study the Dalit Madonna painting</i>)</li> <li>To be able to recall how various pieces of artwork depict the Christmas story</li> <li>To be able to explain when and how Epiphany is celebrated</li> <li>To be able to compare how Epiphany is celebrated in different countries</li> </ul> <p><b>Substantive Knowledge (Sticky Knowledge)</b> Epiphany is a special date in the Christmas story as it’s when people celebrate how a star led the Magi (Wise Men) to visit the baby Jesus after he had been born. Epiphany means ‘to reveal’ it is when baby Jesus was revealed to the world by Mary. Christians see Jesus as a gift to the world. Epiphany is usually celebrated in Churches on 6h January. Epiphany is also known as ‘Three Kings’ Day’</p> <p><b>Disciplinary Knowledge</b> <i>Act out/ freeze frame</i> -key moments for Mary and explain how she might be feeling <i>Discuss</i> – the what happens in the nativity story <i>Think about</i> – why Mary is an important part of the nativity story. <i>Think about</i> – the part of the wise men in the nativity story and how they would have been feeling. <i>Explore</i> – different artwork that depicts the nativity story <i>Compare</i> – how Epiphany is celebrated in different countries.</p> <p><b>Key Vocabulary</b> Nativity, festival, celebration, Messiah, annunciation, Epiphany, Wise men</p>	<p><b>Links to prior learning:</b> Unit 1.1 Belonging Unit 2.1 Lead us not into temptation</p> <p><b>Key Concepts:</b> Faith</p> <p><b>Curricular Goal</b> Describe the key teachings of some faith founders and the impact they have made on their followers.</p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>To be able to explain what makes a good leader</li> <li>To be able to identify the key teachings of faith founders (Parables of Jesus and Teaching of Mohammad PBUH)</li> <li>To be able to identify how Hindus are led without the influence of one faith founder</li> <li>To be able to explain the relevance of different faith founders on their followers today</li> <li>To be able to identify the teachings of key religious figures, identifying some similarities and differences</li> <li>To understand how a person’s faith influences the way that they live</li> </ul> <p><b>Substantive Knowledge (Sticky Knowledge)</b> The Parables of Jesus teach Christians moral and spiritual lessons through the medium of story. The teachings of Mohammad PBUH teach Muslims how to live – Muslims believe Mohammad’s PBUH teachings come directly from God. Hindus do not have one faith founder but instead have a fusion of various beliefs.</p> <p><b>Disciplinary Knowledge</b> <i>Think about</i> – Hindu beliefs compared to Christian and Muslim beliefs as they do not have one main faith founder. <i>Compare</i> – similarities and differences between the teachings of religious figures. <i>Describe</i> – how faith founders influence how people live today. <i>Listen</i> – to the teachings of different faith founders. <i>Identify</i> – the faith founders for Muslims and Christians. <i>Speak to a member of faith</i> - about the founders of their faith and how their lives are influenced by them.</p> <p><b>Key Vocabulary</b> Founder, leader, teachings, values</p>	<p><b>Links to prior learning:</b> Year 2 Easter Unit</p> <p><b>Key Concepts:</b> Belief</p> <p><b>Curricular Goal</b> Describe the events of Holy week and how Christians remember them today</p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>To be able to recall the key events of Holy week</li> <li>To be able to explain who was at the Last supper and why they were there</li> <li>To be able to express the feelings of the disciples at the Last supper</li> <li>To explain the significance of bread and wine in the Last Supper (<b>Matthew 26:17-35, Mark 14:12-31 Christians remember Easter every time they take communion</b>)</li> <li>To be able to recall what happened at the garden of Gethsemane (<b>Matthew 26:36-46</b>)</li> </ul> <p><b>Substantive Knowledge (Sticky Knowledge)</b> The Last supper was eaten by Jesus and his disciples on the night of his betrayal Bread represents Jesus’ body Wine represents Jesus’ blood Christians remember the words and actions from the Last supper every week during mass</p> <p>The garden of Gethsemane is where Jesus is said to have prayed on the night of his arrest Palm Sunday (the Sunday before Easter) – Celebrations of Jesus’ entry into Jerusalem. Maundy Thursday (the Thursday before Easter) – the last supper that Jesus shared with his disciples, his betrayal by his disciple Judas Iscariot, and his arrest at the Garden of Gethsemane. Good Friday (the Friday before Easter) - Jesus’ trial before Pontius Pilate, his sentence of death, and his crucifixion and burial. Holy Saturday (the Saturday before Easter) – observes the day that Jesus was in the tomb. Easter Sunday – celebrates the resurrection of Jesus.</p> <p><b>Disciplinary Knowledge</b> <i>Discuss</i> - the events of each day of Holy week. <i>Sequencing</i> – the events of Holy week <i>Think about</i> – how Christians remember the events of Easter. <i>Make links</i> – between the events of Holy week and how they are remembered today. <i>Use a secondary source</i> for information – a factual video</p> <p><b>Key Vocabulary</b> Holy Week, Last Supper, Holy Communion, Maundy Thursday, Good Friday, Crucifixion</p>	<p><b>Links to prior learning</b> Unit 1:1 Belonging Unit 1:3 Worship</p> <p><b>Key Concepts:</b> worship</p> <p><b>Curricular Goal</b> Describe what makes a place sacred and recognise the reasons why</p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>To be able to explain what the word ‘sacred’ means</li> <li>To be able to show an understanding of what is sacred for believers in religious places</li> <li>To be able to explain how faith members show respect in a place of worship</li> <li>To be able to explain the uses of sacred places for believers</li> <li>To be able to identify symbols and artefacts which are important to Christians and explain their uses</li> <li>To be able to identify symbols and artefacts which are important to Muslims and explain their uses</li> <li>To be able to identify symbols and artefacts which are important to Hindus and explain their uses</li> <li>To be able to consider why people choose to mark milestones in their lives in sacred places</li> </ul> <p><b>Substantive Knowledge (Sticky Knowledge)</b> A Church is a sacred place for Christians because they listen to scripture, remember the last supper and remember Jesus’ sacrifice on Good Friday Christians gather to worship as a religious community through singing songs, raising money and offering one another peace. A Church is often decorated with crosses, symbols of crucifixion, statues of saints and religious paintings. Christians celebrate sacraments in Church such as baptism and marriage. A mosque is a sacred places for Muslims because it is a place where the community gathers to worship. Muslims do not wear shoes out of respect and there is space for prayer mats to be laid when they are called to prayer. A temple is a sacred place for Hindus because it is where Hindu’s believe that they see the divine and that the divine Gods and Goddesses can see them.</p> <p><b>Disciplinary Knowledge</b> <i>Identify</i> – places of faith for Muslims, Hindus and Christians. <i>Discuss</i> – what sacred means <i>Explain</i> – what happens in Muslim, Hindu and Christian places of worship. <i>Use a secondary source</i> for information – a factual video <i>Describe</i> – symbols and artefacts in sacred places. <i>Speak to a member of faith</i> - about what is sacred for them in religious places.</p> <p><b>Key Vocabulary</b> Sacred places, ceremony, symbols, artefacts, milestones of life—marriage</p>

4.1 Communities	Christmas	4.2 People who inspire us	Easter	4.3 Our world
<p><b>Links to prior learning</b> Unit 1:1 Belonging and Unit 3.2 Founders of faith</p> <p><b>Key Concepts – Faith</b></p> <p><b>Curricular Goal</b> Describe and explain the contribution of a religious group to their community.</p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>To be able to explain what is meant by ‘community’</li> <li>To be able to identify the responsibilities of belonging.</li> <li>To be able to discuss why people belong to different groups.</li> <li>To be able to identify where there is evidence of religion locally.</li> <li>To be able to explore whether belonging to a group gives people a sense of identity.</li> <li>To be able to compare how a person from a non-religious group (Atheists) and a member of a religious group might make a difference within the wider community.</li> </ul> <p><b>Substantive Knowledge (Sticky Knowledge)</b> <u>Communities are groups of people with common interests. We all belong to several communities such as our street, town, county, country or the world. We also have religious communities such as Christians, Muslims and Hindus. Kingswood Church of England is headed by Reverend Eileen Connolly. They raise funds to support local charities, do work within the communities and offer support to all community members. They hold a remembrance service. Hull mosque and Islamic centre – they have a food hub and visit schools. Hull Hindu centre – offer school visits and members of the community get together for religious activities and social events.</u></p> <p><b>Disciplinary Knowledge</b> <i>Ask questions</i> about how people can contribute to their community in different ways <i>Speak to a member of faith or a non-religious member of the community</i> about how they contribute to the local community <i>Think about</i> what community means to them and the communities they are part of <i>Make comparisons</i> between faith communities and non-faith communities</p> <p><b>Key Vocabulary</b> Religion, identity, values, multicultural, diversity</p>	<p><b>Links to prior learning:</b> Year 3 Christmas Unit</p> <p><b>Key Concepts: God</b></p> <p><b>Curricular Goal</b> Explain how and why Christians believe Jesus to be the ‘Light of the world’.</p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>To be able to describe why light is an important symbol</li> <li>To be able to describe why light is an important symbol of Christmas</li> <li>To be able to discuss why Jesus is the ‘light of the world’ for Christians</li> <li>To be able to explain how light is used in festivals</li> </ul> <p><b>Substantive Knowledge (Sticky Knowledge)</b> It was written in the old testament that the Messiah would come ‘as light’. <u>There are many symbols of light during Christmas including Christingles, Advent candles and tree lights.</u> John 8:12 “I am the light of the world whoever follows me will never walk in darkness but will have the light of life.” Matthew 17:2 He was transfigured before them and His face shone like the sun, and His garments became as white as light. Jesus is described as the light of the world during Christian mass. <u>Christians believe that Jesus is the light of the world because through his words and his actions he taught Christians how to live.</u></p> <p><b>Disciplinary Knowledge</b> <i>Identify</i> how Christians celebrate Jesus as the light of the world today <i>Use a secondary source</i> for information – a factual video <i>Identify</i> symbols of light during Christmas <i>Discuss</i> why Jesus is described as the light of the world <i>Think about</i> why light is an important symbol</p> <p><b>Key Vocabulary</b> Nativity, festival, celebration, Messiah, annunciation, Epiphany, Wise men</p>	<p><b>Links to prior learning</b> Unit 2.1 Lead us not into temptation</p> <p><b>Key Concepts – right &amp; wrong</b></p> <p><b>Curricular Goal</b> Explain and give reasons why a person of faith devoted themselves to a cause.</p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>To be able to describe what a saint is and how a person becomes one.</li> <li>To be able to discuss if all saints are Christians.</li> <li>To be able to discuss whether you have to be religious to commit to a cause.</li> </ul> <p><b>Substantive Knowledge (Sticky Knowledge)</b> <u>A saint is someone who has died and has been canonized by the Pope.</u> St Mary Elizabeth Hasselblad Canonized June 5<sup>th</sup> 2016 by Pope Francis She dedicated her life to looking after the sick and she hid and helped those who were negatively impacted by racial laws during World War 2. When Saint Mary Elizabeth Hasselblad was baptised she believed it was her mission to use the love of God and personal sacrifice to help others in need.</p> <p><b>Disciplinary Knowledge</b> <i>Ask questions</i> about why people devote themselves to a cause <i>Explain</i> what a saint is <i>Discuss</i> if it is only people of faith who devote themselves to a cause. <i>Sequence</i> the life events of St Mary Elizabeth Hasselblad</p> <p><b>Key Vocabulary</b> Saint, inspiration, sacrifice, a ‘cause’, canonized</p>	<p><b>Links to prior learning:</b> Year 3 Easter Unit</p> <p><b>Key Concepts: Belief</b></p> <p><b>Curricular Goal</b> Explain the meaning of the cross for Christians and how it conveys the Easter message.</p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>To be able to explain what the ‘good news’ of Easter is for everyone</li> <li>To be able to compare different styles of crosses from around the world and what they mean</li> </ul> <p><b>Substantive Knowledge (Sticky Knowledge)</b> <u>Christians believe that Jesus died for their sins. Christians believe the crucifixion of Jesus provides humanity with salvation meaning that they can go to heaven. The cross is a sign of both Christ himself and of the faith of Christians.</u> <u>The cross also represents love because Christians remember that Jesus died for their sins.</u></p> <p><b>Disciplinary Knowledge</b> <i>Use a secondary source</i> for information – a factual video <i>Speak to a Christian</i> about what the cross means to them <i>Discuss</i> why Easter is seen as ‘good news’ <i>Make comparisons</i> between ceremonies of the two faiths <i>Making links</i> between the religious rules and values for living <i>Explain</i> the significance of the cross to Christians <i>Explain</i> how the cross is used to remember Christ today</p> <p><b>Key Vocabulary</b> Good Friday, Crucifixion</p>	<p><b>Links to prior learning:</b> Unit 1.3 What a wonderful world</p> <p><b>Key Concepts – belief</b></p> <p><b>Curricular Goal</b> Explain why it is important to look after the earth. Compare what different religions and world views say about the origin of the universe.</p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>To be able to discuss how we can care for the world</li> <li>To be able to show an understanding of Stewardship and suggest actions everyone can take</li> <li>To be able to compare different beliefs and views about how the universe began</li> <li>To be able to compare religious teachings to see how faith members should care for the Earth</li> </ul> <p><b>Substantive Knowledge (Sticky Knowledge)</b> <u>Stewardship is the activity or job of protecting and being responsible for something.</u> <u>Atheists believe that God did not create the world. Many Atheists refer to Scientific theory and explanation for the origin of the universe this includes the Big Bang theory.</u> <u>Many Atheists believe that they have a responsibility to care for the Earth although this is not rooted in a religious belief.</u> <u>Hindu’s believe that the universe was created by Brahma the creator who created the world out of himself.</u> <u>Christians believe that God created the world in seven days.</u> <u>Muslims believe that Allah created the world. Although there is no single creation story it is written several times in the Quran.</u></p> <p><b>Disciplinary Knowledge</b> <i>Speak to a member of faith</i> about how they believe that the universe began <i>Use a secondary source for information</i>—a factual video <i>Ask questions</i> about what Muslims, Hindus, Christians and Atheists believe <i>Identify</i> the how Christians, Muslims, Hindus and Atheists believe the universe began <i>Explain</i> what Stewardship is <i>Make comparisons</i> between what Muslims, Christians, Hindus and Atheists believe about how the universe began</p> <p><b>Key Vocabulary</b> Stewardship, environment, ecology, habitat, creation</p>

Year 5				
5.1 Expressions	Christmas	5.2 Faith in action	Easter	5.3 Pilgrimage
<p><b>Links to prior learning:</b> Unit 1,2 Worship, Unit 3.3 What is sacred?</p>	<p><b>Links to prior learning:</b> Year 4 Christmas Unit</p> <p><b>Key Concepts: God</b></p>	<p><b>Links to prior learning:</b> Unit 5.1 Expressions, Unit 3.2 Founders of faith</p>	<p><b>Links to prior learning:</b> Year 4 Easter Unit</p> <p><b>Key Concepts: Belief</b></p>	<p><b>Links to prior learning:</b> Unit 5.1 Expressions</p> <p><b>Key Concepts: Festival</b></p>

<p><b>Key Concepts – Belief</b></p> <p><b>Curricular Goal</b> Describe the different forms of worship and spiritual expression and explain where they might take place.</p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>To be able to explain what some expressions of faith are</li> <li>To be able to discuss how faith members creatively express their beliefs</li> <li>To be able to explore how the arts express belief and ideas</li> <li>To be able to compare the common forms of expression in religious worship between Muslims, Christians and Hindus</li> </ul> <p><b>Substantive Knowledge (Sticky Knowledge)</b> <u>Christians express their belief and faith in many ways including: through prayer (because they are talking to God), by attending Mass (to remember Jesus’ sacrifice and hear the word of God), through singing hymns (to celebrate and praise God), reading scripture (they believe that gospel is the word of God), through the sacraments (sharing important milestones in life with God) and through their actions in the community (they believe that they are doing the work of God).</u> <u>Muslims express their belief and faith through the five pillars of Islam: the Shahadah (the Muslim declaration of faith and the first pillar of Islam it expresses the belief that there is no God except Allah), through prayer (Salat) 5 times a day, through the giving of alms (Zakat is a form of obligatory charity), through fasting (Sawm) and through pilgrimage (Haji).</u> <u>Hindus express their faith through worship (Puja which is a way of showing love and devotion to Braham which is their name for God) which involves images (Murtis), prayers (Mantras) and diagrams (Yantras). This can be performed in a Hindu temple but all worship can be performed to icons in the home shrine.</u> <u>Hindu’s take part in festivals such a Diwali which is known as the festival of light.</u></p> <p><b>Disciplinary Knowledge</b> <i>Speak to a member of faith</i> about how they express their beliefs <i>Think about</i> what expressing their beliefs means to the believer <i>Explain</i> how Christians, Muslims and Hindus express their beliefs <i>Identify</i> expressions of faith <i>Use a secondary source for information</i> a factual video <i>Make comparisons</i> between how Christians, Muslims and Hindus express their beliefs</p> <p><b>Key Vocabulary</b> Expressions, spiritual, environment, identity, individual, symbol</p>	<p><b>Curricular Goal</b> Describe what the significance is of Jesus as the ‘Prince of Peace’ for Christians.</p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>To be able to explain what peace is</li> <li>To be able to discuss how Jesus brought peace</li> <li>To be able to explain how Jesus teaches Christians about peace</li> </ul> <p><b>Substantive Knowledge (Sticky Knowledge)</b> The words of mass: “Lord Jesus Christ, who said to your apostles; peace I leave you, my peace I give you, not on our sins, but on the faith of your church...” John 14:27 <u>Christian offer each other the sign of peace each week at mass. They usually do this by shaking hands.</u> Mark 4:35-41 In these chapters Jesus calms a storm and brings peace to the waters. <u>The message for Christians is that belief in Jesus brings peace.</u></p> <p><b>Disciplinary Knowledge</b> <i>Identify</i> – what Jesus teaches about peace <i>Explain</i> what peace is <i>Discuss</i> – why peace is important <i>Describe</i> how peace is shown today</p> <p><b>Key Vocabulary</b> Gospel, Prince of Peace, prophecy</p>	<p><b>Key Concepts: Right &amp; Wrong</b></p> <p><b>Curricular Goal</b> Compare and contrast the lives of Oscar Romero and Harold Blackham and explain how their world views shaped their lives.</p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>To be able to explain the significance of the key teachings of faith founders for faith members.</li> <li>To be able to describe the world views of a key religious figure.</li> <li>To be able to identify similarities and differences between lives of key religious and non-religious figures.</li> </ul> <p><b>Substantive Knowledge (Sticky Knowledge)</b> <u>In Christianity the ten commandments are the foundation of religious teaching. From these teachings Christians are taught to love God and love their neighbour. Oscar Romero is an example of how Christians devote their life to their faith regardless of the challenges this poses.</u> Oscar Romero fought against corruption in El Salvador because he believed it was his mission to be a servant of the poor. He was killed because of this, making him a martyr. He became a saint in 2018. Christian charities continue to do the work of Oscar Romero today. <u>Harold Blackham is an example of someone who hold non-religious world views but like Oscar Romero used his world view to make positive change in people’s lives.</u> A famous Humanist, he assisted Jewish refugee children escaping Nazi persecution, drove fire engines throughout the Blitz and believed that human possibility on its own terms was capable of creating compassionate communities.</p> <p><b>Disciplinary Knowledge</b> <i>Sequence</i> the life events of Oscar Romero <i>Sequence</i> the life events of Harold Blackman <i>Compare</i> the similarities and difference between the lives of Oscar Romero and Harold Blackman <i>Explain</i> how Oscar Romero and Harold Blackman’s world views shapes people’s lives <i>Discuss</i> – if being a member of a faith community influences your world views <i>Make links</i> – between religious teachings and world views <i>Describe</i> – what a world view is</p> <p><b>Key Vocabulary</b> Teaching and key concepts for each religion, vocation, inspiration, influence</p>	<p><b>Curricular Goal</b> Compare and contrast how the disciples reacted to the resurrection of Jesus and explain what the resurrection of Jesus means for Christians today.</p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>To be able to discuss the impact of Jesus’ resurrection on his disciples</li> <li>To be able to explain how Christians celebrate the resurrection</li> </ul> <p><b>Substantive Knowledge (Sticky Knowledge)</b> Luke 24:36-49 Jesus appears to the disciples. At first Jesus’ disciples were frightened thinking that they had seen a ghost. Jesus asked them to touch his hands and the disciples still couldn’t believe it but this was because of joy and amazement. The disciples now believe and ran to tell Thomas that they had seen Jesus resurrected. Thomas did not believe them so Jesus appeared and asked Thomas to put his fingers in the holes in His hands. Thomas then believed. John 20:24-31 <u>Christians believe that Jesus’ resurrection proved that he was able to remove sin and grant everlasting life in heaven.</u></p> <p><b>Disciplinary Knowledge</b> <i>Compare</i> – how different disciples reacted to Jesus’ resurrection <i>Discuss</i> – why Jesus’ resurrection is celebrated <i>Describe</i> - how Christians remember the resurrection today</p> <p><b>Key Vocabulary</b> Ash Wednesday, Lent, fasting, sacrifice, resurrection, Ascension, Pentecost, repentance, forgiveness of sins, redemption, Good news</p>	<p><b>Curricular Goal</b> Describe and show understanding of actions carried out by a pilgrim.</p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>To be able to describe what pilgrimage is, who goes on it and why.</li> <li>To be able to identify how a pilgrim is different to a tourist</li> <li>To be able to describe the actions carried out by a pilgrim before, during and after pilgrimage</li> <li>To be able to discuss what a pilgrim might feel at different stages in their journey</li> <li>To be able to suggest ideas about the meaning of pilgrimage to a believer and the impact on their life</li> </ul> <p><b>Substantive Knowledge (Sticky Knowledge)</b> <u>In religion and spirituality a pilgrimage is a very long journey or search of great moral significance.</u> Christians pilgrimage to Lourdes. Pilgrims pray at the grotto because this is where Christians believe Mary, Jesus mother appeared to Bernadette. Christians wash in the Holy baths because they believe this water has healing powers. Muslim pilgrimage to Mecca (the Hajj). During the Hajj each person walks counter clockwise seven times around the Kaaba (a cubed shaped building at the direction of prayer for Muslims). Muslims are required to make the journey to Hajj at least once in their life if they are physically about to and can afford to. They do this because it is one of the five pillars of Islam. <u>Hindus have a month long mass pilgrimage called Kumbh Mela.</u> It is held every three years and it is held in four different locations in India. Hindus believe that the pilgrimage brings them closer to Brahaman. They purify themselves in the river Ganges in India to wash their sins away.</p> <p><b>Disciplinary Knowledge</b> <i>Compare</i> pilgrimage for Christians, Muslims and Hindus <i>Speak to a member of faith</i> - about pilgrimage that takes place in their faith <i>Think about</i> what pilgrimage means to a person of faith <i>Explain</i> – what happens at each of the different festivals. <i>Discuss</i> why people go on a pilgrimage <i>Use a secondary source</i> for information – a factual video <i>Describe</i> – the pilgrimage of a Christian, a Muslim and a Hindu <i>Identify</i> the key moments and actions during pilgrimage for Christians, Muslims and Hindus</p> <p><b>Key Vocabulary</b> Festivals, rituals, journeys, sacred, pilgrim</p>
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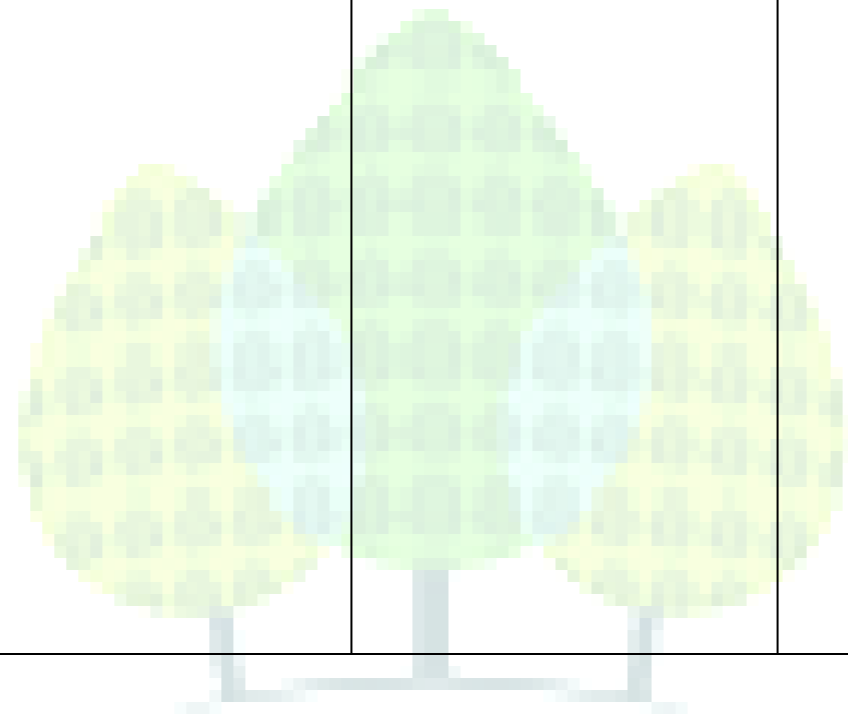
Year 6				
6.1 Justice and freedom	Christmas	6.2 Living a faith	Easter	6.3 Hopes and visions
<p><b>Links to prior learning:</b> Unit 2.1 Lead us not into temptation</p> <p><b>Key Concepts – Right &amp; Wrong</b></p> <p><b>Curricular Goal</b> Discuss barriers to reconciliation and harmony and the power of</p>	<p><b>Links to prior learning:</b> Year 5 Christmas Unit</p> <p><b>Key concepts: Festival</b></p> <p><b>Curricular Goal</b> Compare and contrast the celebration of Christmas in religious</p>	<p><b>Links to prior learning:</b> Unit 3.3 Sacred places, Unit 4.1 Communities</p> <p><b>Key Concepts – Faith</b></p> <p><b>Curricular Goal</b></p>	<p><b>Links to prior learning:</b> Year 5 Easter Unit</p> <p><b>Key concepts: Belief</b></p> <p><b>Curricular Goal</b> Explain the message of Easter for Christians and for the world</p>	<p><b>Links to prior learning:</b> Unit 5.2 Faith in action, Unit 6.2 Living a faith</p> <p><b>Key Concepts – God</b></p> <p><b>Curricular Goal</b></p>

<p>forgiveness.</p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>To be able to discuss what it means to be fair</li> <li>To explore if justice is the same as fairness</li> <li>To be able to discuss what the world would be like without forgiveness</li> <li>To be able to compare what different religions teach about forgiveness</li> <li>To be able to discuss what is meant by reconciliation and how people can reconcile</li> <li>To be able to discuss if harmony and reconciliation sometimes involves compromise</li> </ul> <p><b>Substantive Knowledge (Sticky Knowledge)</b>  <u>Christians believe that they must forgive the sins of others in order for God to forgive their sins.</u>  <u>Islam teaches human begins about forgiving and if someone sincerely asks for forgiveness, the wronged person should forgive them.</u>  <u>Forgiveness in Hindu philosophy is being compassionate, tender, kind and letting go of the harm or hurt caused by someone or something else.</u>  <u>Barriers to reconciliation include lack of cooperation, negative interactions, denial and apathy.</u>          Studies have shown that forgiveness leads to health benefits. Forgiveness can lead to feelings of understanding, empathy and compassion for the one who hurt you.          There are four types of reconciliation</p> <ol style="list-style-type: none"> <li>A deep mutual healing where both people grow and change.</li> <li>Shifting your expectations.</li> <li>Agreeing to disagree.</li> <li>An inner resolution.</li> </ol> <p><b>Disciplinary Knowledge</b>  <i>Discuss</i> what the world would be like without forgiveness  <i>Explain</i> what reconciliation is  <i>Identify</i> how people can reconcile  <i>Think about</i> a time when you have shown forgiveness – why was it important, how did it feel?  <i>Make comparisons</i> between what Muslims, Christians and Hindus are taught about forgiveness</p> <p><b>Key Vocabulary</b>          Forgiveness, reconciliation, harmony, moral, ethical, parable</p>	<p>and secular homes across the world.</p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>To be able to discuss what Christmas means in society today</li> <li>To be able to argue if Christmas is only for Christians</li> <li>To be able to compare the experiences of participating in a religious festival or Christmas celebration around the world</li> <li>To be able to reflect and share how religious celebrations and rituals have an impact on the community</li> </ul> <p><b>Substantive Knowledge (Sticky Knowledge)</b>  <u>Christmas celebrations in religious and secular homes can be the same and can be different.</u>  <u>Although Christmas is a religious holiday those from secular backgrounds may still put a star at the top of their Christmas tree, exchange gifts and sing Christmas carols.</u>  <u>Christians attend Christmas mass to remember the birth of Jesus.</u>  <u>In Poland sharing Christmas meals and gifting presents begins on Christmas eve.</u> They leave an empty chair for the members of their family who have died. They break Christmas wafers before they eat on Christmas eve. They do not start eating until the first star appears in the sky.          Christmas in Bethlehem – Christmas is celebrated as a city festival there are lights and decorations everywhere and lots of Christmas songs are played out in the street. They hold a midnight mass, they hold processions in the street and many tourists regardless of their religious affiliation come to take part in the religious celebrations.</p> <p><b>Disciplinary Knowledge</b>  <i>Use a secondary source for information</i> a factual video  <i>Discuss</i> how you celebrate Christmas  <i>Explain</i> how Christmas is celebrated in Poland and Bethlehem  <i>Make comparisons</i> between how Christmas is celebrated in different countries  <i>Think about</i> if you have to be religious to celebrate at Christmastime  <i>Think about</i> if Christmas creates a sense of community  <i>Compare and contrast</i> Christmas in a Christian home and Christmas in a secular home</p> <p><b>Key Vocabulary</b>          Gospel, Prince of Peace, prophecy</p>	<p>Discuss and give examples of how participating in rites of passage have an impact on religious communities.</p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>To be able to discuss what contributes to a sense of identity and belonging</li> <li>To be able to explain how people of faith mark transitions in life</li> <li>To be able to explain how non-religious people mark transitions in life</li> <li>To be able to suggest how the milestones in life give a sense of identity and belonging</li> <li>To be able to explain how rites of passage impact religious communities</li> </ul> <p><b>Substantive Knowledge (Sticky Knowledge)</b>  <u>Baptism, marriages and funerals are Christian rites of passage.</u>  <u>During these celebrations Christian communities come together.</u>  <u>Through rites of passage Christians feel a sense of identity and belonging within the Christian community.</u>  <u>In Hinduism there are sixteen rites of passage. They include birth and naming, marriage, funeral and death. The Hindu names for these are Samskaras.</u>  <u>In Islamic Aqiqah is a rite of passage, it is a naming ceremony.</u>  <u>Religious communities come together to welcome people and to celebrate in their lives.</u>  <u>An Atheist when they are married do not believe that God is present but still celebrate with people in their personal community.</u></p> <p><b>Disciplinary Knowledge</b>  <i>Discuss</i> their own experiences about what they are learning  <i>Speak to a member of faith</i> about what transitions in life they celebrate  <i>Think about</i> what is important to mark transitions in life  <i>Think about</i> the effect celebrating rites of passage can have on a community  <i>Explain</i> how Christians, Muslims, Hindus and Atheists mark transitions in life  <i>Compare and contrast</i> how Christians, Muslims, Hindus and Atheists mark transitions in life  <i>Use a secondary source</i> for information – a factual video</p> <p><b>Key Vocabulary</b>          Belonging, rites of passage – confirmation, ritual, celebrations, expression</p>	<p>today.</p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>To be able to discuss what repentance is</li> <li>To be able to explain what Jesus’ death and resurrection means to Christians</li> <li>To be able to explain how Christians celebrate the resurrection today</li> </ul> <p><b>Substantive Knowledge (Sticky Knowledge)</b>  <u>Repentance is the action of repenting; showing sincere regret or remorse.</u>  <u>Christians believe that the world changed forever because of Jesus’ death and resurrection. They believe that this informs how people should live now in the light of that change.</u>  <u>Christians believe that Jesus’ resurrection means hope for the afterlife in heaven.</u>  <u>Christians also believe that through reconciliation and repentance that their sins will be forgiven and they will be accepted into heaven after.</u>          The secular festival of Easter is regarded as the beginning of the new year. <u>As Easter is celebrated in Spring, it represents new life and new growth.</u> This links to the Christian belief that they will have new life in heaven as Jesus showed them.</p> <p><b>Disciplinary Knowledge</b>  <i>Explain</i> what repentance is  <i>Discuss</i> how Christians celebrate Easter today and why  <i>Speak to a member of faith</i> about what repentance means to them  <i>Think about</i> why Christians believe that the world changed forever when Jesus died and then resurrected  <i>Use a secondary source</i> for information – a factual video</p> <p><b>Key Vocabulary</b>          Ash Wednesday, Lent, fasting, sacrifice, resurrection, Ascension, Pentecost, repentance, forgiveness of sins, redemption, Good news</p>	<p>Compare and contrast different faith and secular views about the purpose of life.</p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>To be able to discuss what different faith and secular views about life are</li> <li>To be able to discuss what different faith and secular views are about the purpose of our existence</li> <li>To be able to discuss what different faith and secular views are about who or what is God</li> <li>To be able to compare what different people believe about the purpose of life</li> <li>To be able to compare what religious and non-religious communities teach about how people should live their lives</li> </ul> <p><b>Substantive Knowledge (Sticky Knowledge)</b>  <u>Christians believe that life is not an accident. They believe that God made people to worship him, to love him and to love each other.</u> This is rooted in the gospels. The bible says that God made people ‘in his image’ which refers to the qualities such as having a conscience, knowing the difference between right and wrong, having the capacity to love, having the desire for justice and having extraordinary creativity.  <u>Muslims believe that the purpose of life is to worship the creator Allah by abiding by the divine guidelines related in the Quran and the tradition of the prophet. They demonstrate this purpose through the five pillars of Islam.</u>  <u>Hindus believe there are four purposes in life they call these Purusharthas and they are: Artha (wealth), Kama (desire), Dharma (righteousness) and Moksha (liberation).</u>  <u>Secular views – Atheists believe that life without God can still be meaningful, moral and happy.</u></p> <p><b>Disciplinary Knowledge</b>  <i>Discuss</i> how religious and non-religious people are taught to live their lives  <i>Speak to a member of faith</i> or a non-religious person about their beliefs about the purpose of life  <i>Explain</i> what Christian, Muslim and Hindu views are on the purpose of our existence  <i>Compare and contrast</i> Christian, Muslim, Hindu and Atheist views about the purpose of life  <i>Compare and contrast</i> religious and non-religious views on who or what God is</p> <p><b>Key Vocabulary</b>          Purpose, meaning of life, mission, ambition, hope</p>
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			Religion & World Views			
ASD	Working Memory	Dyslexia	SEMH	Speech Language & Communication	Physical Difficulties	Hearing Impaired
<ul style="list-style-type: none"> <li>Many of these barriers can be removed by using multi-sensory approaches, eg through drama and role-play, visits to places of worship, or sharing special meals. Learning about religion can present barriers for pupils with complex needs because of the abstract concepts involved. For example, some pupils will have difficulty understanding abstract concepts such as spirituality, belief, opinion, friendship, justice, cooperation, conflict and empathy. Drama, role-play, games and simulations, can develop understanding of such concepts. Use of good-quality artefacts allows pupils to understand aspects of the different faiths. Artefacts can be used to develop pupils' observation skills and use of language.</li> <li>Plan to teach new vocabulary explicitly at the start of a new topic. Make sure that pre-tutoring on RE vocabulary is available for pupils, where appropriate. It may be necessary to present the same information in a range of different ways to aid understanding.</li> <li>Draw on the breadth of curriculum possibilities to teach RE issues, including issues related to SEN and/or disabilities – eg using literature to take forward discussion of emotional and moral issues; using music to encourage reflection time for pupils who find silence hard to cope with; and making RE learning part of everyday activities and</li> </ul>	<ul style="list-style-type: none"> <li>Build up a chart (using a wallchart or other space) to show each lesson's focus and how successive lessons/topics link together to develop an area of work in RE. This could include symbols, images, or objects to make it more accessible.</li> <li>Revisiting a mind map of the same area of learning, say after three weeks of studying an RE topic, can be a good way of assessing – through the added 'branches' of the map – how pupils' understanding of concepts is developing. This approach can be particularly valuable for pupils for whom oral and written communication present a barrier, as pictures and symbols can be included.</li> <li>Pupils can become confused between the different faiths. It is often better to concentrate learning – and display – on one faith at a time, rather than try to follow a theme through different faiths. If the school's curriculum requires the latter, try to clarify the different faiths in displays and resources. Consider ways of supporting pupils' recall – eg use a digital camera to capture the stages of an activity or the sights of a visit for future reference. Images can also be used to build a visual or audio-visual record. Simple audio recording devices can replace the need for written notes during activities or visits.</li> </ul>	<ul style="list-style-type: none"> <li>Digital image technologies, both still and moving, are valuable tools for teaching RE. Pupils can use image technology to support the writing process – eg creating a storyboard of pictures as a scaffold for writing a narrative about a moral choice. ICT can offer alternatives to writing as a way of responding to text – eg creating an electronic presentation with images, as a response to text</li> <li>pre-tutoring important RE vocabulary, concepts and/or processes, where appropriate, and " preparing grids for recording information, which can be helpful for some pupils.</li> <li>Plan to teach new vocabulary explicitly at the start of a new topic. Make sure that pre-tutoring on RE vocabulary is available for pupils, where appropriate. It may be necessary to present the same information in a range of different ways to aid understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Draw on the breadth of curriculum possibilities to teach RE issues, including issues related to SEN and/or disabilities – eg using literature to take forward discussion of emotional and moral issues; using music to encourage reflection time for pupils who find silence hard to cope with; and making RE learning part of everyday activities and shared events, such as assemblies. Draw on pupils' personal experiences to offer concrete examples of the concept being explored and make sure that the context of discussions is relevant to pupils' lives – eg discussing fairness in the abstract can be off-putting; to discuss it in the context of an issue in the playground or the rules of a sport can be more relevant and engaging. Use devices to enable pupils to comfortably consider issues which are personal to them. Ensure that pupils are comfortable with how the ideas explored have been left, particularly if issues of personal belief have been discussed.</li> </ul>	<p>Digital image technologies, both still and moving, are valuable tools for teaching RE. Pupils can use image technology to support the writing process – eg creating a storyboard of pictures as a scaffold for writing a narrative about a moral choice.</p> <p>ICT can offer alternatives to writing as a way of responding to text – eg creating an electronic presentation with images, as a response to text.</p> <p>Pre-tutoring important RE vocabulary, concepts and/or processes, where appropriate, and " preparing grids for recording information, which can be helpful for some pupils.</p>	<ul style="list-style-type: none"> <li>Pupil-made videos or digital camera presentations of situations involving moral dilemmas can be powerful aids to learning, particularly for pupils for whom writing presents barriers.</li> </ul>	<ul style="list-style-type: none"> <li>video presentations have subtitles for deaf or hearing impaired pupils and those with communication difficulties, where required.</li> </ul>



shared events, such as assemblies. Draw on pupils' personal experiences to offer concrete examples of the concept being explored and make sure that the context of discussions is relevant to pupils' lives – eg discussing fairness in the abstract can be off-putting; to discuss it in the context of an issue in the playground or the rules of a sport can be more relevant and engaging. Use devices to enable pupils to comfortably consider issues which are personal to them. Ensure that pupils are comfortable with how the ideas explored have been left, particularly if issues of personal belief have been discussed.



# Kingswood Parks

## PRIMARY SCHOOL