



Kentmere Academy and Nursery- Knowledge and Skills- RE

Cycle A- Early Years

Year Group	Learning Objective	Knowledge	Skills
<p>Early Years</p>	<p>To understand they are part of different groups. To talk about people that are special to them. To understand and join in the customs during Harvest festival. To discuss about their birth and the similarities and differences between themselves and others. To understand the festival of Christmas and the Christian celebration. To discuss special places/objects to Christians. To discuss special places/objects to Muslims. To compare the special places of Muslims/Christians. To understand the changes in seasons. To understand the life cycle of a hen. To understand the celebration and traditions of Easter. To discuss the meaning of Easter. To discuss the qualities of being a good friend. To understand the traditions of EID.</p>	<p>To know their own religion. To know which people are special to them? To know where fruit and vegetables are grown. To understand how fruit and vegetables are collected. To understand that Christians say thank you to god during harvest. To understand significant events in their own experience. They know about similarities and differences among families, communities and traditions. Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family. Can identify the changes that spring brings to our surroundings. To understand the story of Easter. To know the life cycle of a hen. Know how animals change and grow and that during spring new animals are born.</p>	<p>Can re-tell religious stories making connections with personal experiences. Can recognise and share occasions when things have happened in their lives that made them feel special. Can discuss how and where fresh produce was grown. Can discuss how and why Christians like to say thank you to God for the harvest and how they like to share produce with others. Can discuss special times or events in their family. Can discuss the way a Christian prays. Can discuss the way a Muslim prays. Can identify patterns in prayer mats and create their own. Can compare the features of a church and mosque. Can identify artefacts and how they are used. Can Talk about how animals change and grow and the different names of the animals from young to adulthood. Can retell the story of Easter through drama. Can sequence the life cycle of a hen.</p>



	<p>To understand the different places where people pray.</p>	<p>To understand what positive relationships with adults and peers should be like.</p>	<p>Can discuss who their friends are and what makes a good friend. Can discuss the traditions of Eid.</p>
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Cycle A- Year 1/2

Year Group	Topic	Week	Learning Objective	Knowledge	Skills
<u>Year 1/2</u>	Dinosaur Planet!	Autumn 1 Week 1	Who is a Christian and what do they believe?	Describe what they think about what Christians believe and think is important. Consider questions such as what Christian might believe, and think is important.	Talk about the fact that Christians believe in God and follow the example of Jesus. Talk about some simple ideas about Christian beliefs about God and Jesus.
	Dinosaur Planet!	Autumn 1 Week 2	What do Christians believe about God?	Discuss their own ideas about God. Explain some ways that Christians describe God and Jesus. Discuss why God is important for Christian people.	Make links between a story about the life of Jesus and what Christians believe and do as a result of this. Recognise some Christian symbols and images used to express ideas about God.
	Dinosaur Planet!	Autumn 1 Week 3	What does the Bible teach us about God?	Explain why God and Jesus are important for Christian people. Describe some ways Christians might use the Bible.	Ask some questions about believing in God and offer some ideas of their own.



<u>Year 1/2</u>	Muck, Mess and Mixtures	Autumn 2 Week 1	Why is Jesus important to Christians?	Retell stories told by Jesus and about Jesus in words, drama and pictures. Explain some ways that Christians describe God and Jesus.	Think and talk about and ask some thoughtful questions about how the Bible influences Christians and what influences them. Make links between what Jesus taught and what Christians believe and do.
	Muck, Mess and Mixtures	Autumn 2 Week 2	What do the miracles of Jesus teach us about what is important to Christians?	Retell stories told by Jesus and about Jesus in words, drama and pictures. Explain some ways that Christians describe God and Jesus. Talk about why God and Jesus are important for Christian people.	Think and talk about and ask some thoughtful questions about how the Bible influences Christians and what influences them. Make links between what Jesus taught and what Christians believe and do.
	Muck, Mess and Mixtures	Autumn 2 Week 3	Why do Christians pray? Who is a Christian?	Give reasons why Christians pray and describe what Christians pray about. Discuss issues of good and bad, right and wrong arising from the stories. To understand which beliefs and stories are important to Christians.	Think, talk about and ask some thoughtful questions about how the Bible influences Christians and what influences them. Make links between what Jesus taught and what Christians believe and do.



<u>Year 1/2</u>	Bright Lights, Big City	Spring 1 Week 1	What do you celebrate and why?	Describe a special time they celebrate and explain its importance. Explain simply what celebration means. Describe how a festival is celebrated. Explain the similarities and differences between different Festivals.	Identify some ways Christians Celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion.
	Bright Lights, Big City	Spring 1 Week 2	What stories do your family tell?	Explain why some people like to celebrate important events.	Identify a special time they celebrate and explain simply what celebration means.
	Bright Lights, Big City	Spring 1 Week 3	What happened at Easter and how does it make people feel?	Describe why Easter is an important festival to Christians. Understand why some people use music in celebrations.	Identify some ways Christians celebrate Easter, and some ways a festival is celebrated, in another religion. Suggest meanings for some symbols and actions used in religious celebrations, including Easter.



<u>Year 1/2</u>	Bright Lights, Big City	Spring 2 Week 1	How do Christians celebrate Easter?	Explain what three symbols tell us about the story of Easter. Explain why people come together at sad times.	Identify some ways Christians celebrate Easter and some ways a festival is celebrated in another religion. Suggest meanings for some symbols and actions used in religious celebrations, including Easter.
	Bright Lights, Big City	Spring 2 Week 2	Why do Jewish people tell the story of Passover (Pesach) every year?	To understand the items on the Seder plate and their meaning. Explain the link between a selection of Pesach symbols and the story of Pesach.	Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion.
	Bright Lights, Big City	Spring 2 Week 3	What do Muslims celebrate at Id-ul-Fitr?	To understand what happens during Ramadan. To explain the reasons, why some people choose to fast during Ramadan.	Suggest meanings for some symbols and actions used in religious celebrations, including Easter or Eid-ul-Fitr.



<u>Year 1/2</u>	The Scented Garden	Summer 1 Week 1	What do we think about God?	Understand simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah. To know what matters to Muslims and what matters to me.	Make links between what the Holy Qur'an says and how Muslims behave. Ask some questions about God that are hard to answer and offer some ideas of their own.
	The Scented Garden	Summer 1 Week 2	Who was the Prophet Muhammad, and why is he important to Muslims?	Explain some ways a Muslim might describe God. To know what matters to Muslims and what matters to me.	Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad.
	The Scented Garden	Summer 1 Week 3	What stories of the Prophet do Muslims love to tell?	Explain why Muslims try to follow Muhammad and have great respect for him. To understand the story of the prophet Mohammed.	Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad.
<u>Year 1/2</u>	Bounce	Summer 2 Week 1	What makes a place or an object special to us? And to Muslims?	Explain what makes a place special, or holy. To understand the significance of particular objects and places.	Recognise that some objects and places, are used by Muslims and suggest why they are important.



	Bounce	Summer 2 Week 2	What is a mosque, and what happens at a mosque?	Explain the significance of particular objects and places to Muslims. To know the right words to describe some things that are important in Islam.	Recognise that some objects and places, are used by Muslims and suggest why they are important.
	Bounce	Summer 2 Week 3	How and why do Muslims pray and worship at the mosque?	Explain the significance of particular objects and places to Muslims. To know the right words to describe some things that are important in Islam.	Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel. Make links between what the Holy Qur'an says and how Muslims behave.



Cycle B- Year 1/2

Year Group	Topic	Week	Learning Objective	Knowledge	Skills
<u>Year 1/2</u>	Moon Zoom	Autumn 1 Week 1	What is precious to us?	To understand that many people have objects in their home that are 'precious' to them and that these can be linked to religion.	Recognise that some Jewish people remember God in different ways (e.g. mezuzah, on Shabbat).
	Moon Zoom	Autumn 1 Week 2	What is precious to Jewish people?	To know which objects that can be found in many Jewish homes.	Talk about how the mezuzah in the home reminds Jewish people about God.
	Moon Zoom	Autumn 1 Week 3	What does a mezuzah remind Jewish people about?	To know what some of the words inside a mezuzah mean. To understand that Jewish people believe in one God. To understand why a mezuzah is put on the doorposts of houses.	Recognise that some Jewish people remember God in different ways (e.g. mezuzah, saying the shema twice a day). Make links between some Jewish teachings and how Jewish people live.
<u>Year 1/2</u>	Memory Box	Autumn 2	Do we all belong to something?	To know that we all belong to something and belonging is an important part of our lives.	Think about why symbols of belonging matter to believers.



		Week 1		Explain what is special and of value about belonging to a group that is important to them.	Make links between what Jesus taught and what Christians believe and do.
	Memory Box	Autumn 2 Week 2	How do Christians show they belong?	Discuss what Christians believe about God caring for them. Give examples of ways in which believers express their identity and belonging within faith communities.	Think about why symbols of belonging matter to believers.
	Memory Box	Autumn 2 Week 3	How do Muslims know that they belong?	To understand what a story about the prophet shows about belonging to the Muslim community. To understand ways in which believers express their identity and belonging within faith communities.	Think about why symbols of belonging matter to believers. Recognise symbols of belonging from their own experience.
<u>Year 1/2</u>	Towers, Tunnels and Turrets	Spring 1 Week 1	What stories are special to us? What is a holy book?	Explain that some books are holy, and what this means.	Talk about a special book and a holy book. Independently give reasons why a holy book is considered to be 'holy'.



				Explain that there are many versions of the Bible published and the reasons for this.	
	Towers, Tunnels and Turrets	Spring 1 Week 2	What did Jesus teach about God in a story?	Explain the meaning behind the parable.	Ask and suggest answers to questions arising from the parable.
		Spring 1 Week 3	What did Jesus say about how to treat others?	Explain some of the lessons taught by Jesus.	Recall at least one thing that Jesus taught. Talk about issues of good and bad, right and wrong arising from the teachings.
<u>Year 1/2</u>	Towers, Tunnels and Turrets	Spring 2 Week 1	How are holy books treated?	To understand why and how holy books are treated in special ways. Explain how Christian people treat the Bible to show that it is holy. Explain how Muslim people treat the Qur'an to show that it is holy. Explain how Jewish people treat the Torah to show that it is holy.	Recognise some ways in which Christians, Muslims and Jewish people treat their sacred books. Recognise that sacred texts contain stories which are special to many people and should be treated with respect.



	Towers, Tunnels and Turrets	Spring 2 Week 2	What story is special for Jewish people in the Torah?	To understand that the Torah contains stories and teachings. To know that there are similarities and differences between the Torah and the Bible.	Talk about issues of good and bad, right and wrong arising from the story of The Exodus and the Ten Commandments.
	Towers, Tunnels and Turrets	Spring 2 Week 3	How are holy books treated?	To understand why and how holy books are treated in special ways. Explain how Christian people treat the Bible to show that it is holy. Explain how Muslim people treat the Qur'an to show that it is holy. Explain how Jewish people treat the Torah to show that it is holy.	Recognise some ways in which Christians, Muslims and Jewish people treat their sacred books. Recognise that sacred texts contain stories which are special to many people and should be treated with respect.
<u>Year 1/2</u>	Splendid Skies	Summer 1 Week 1	Where do I feel safe? Where is a sacred place for believers to go?	Explain what places make them feel safe and why. To know that there are different places of worship for different religions. To understand what the word sacred means.	Recognise that there are special places where people go to worship and talk about what people do there.



	Splendid Skies	Summer 1 Week 2	Which place of worship is sacred for Christians?	To explain why places of worship are important. To know why the church is important to Christians. To understand that there are special places where people go to worship and talk about what people do there.	Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used. Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe.
	Splendid Skies	Summer 1 Week 3	Which place of worship is sacred for Jewish people?	To know the key areas of the synagogue and explain why they are important to believers.	Look for similarities and differences between churches and synagogues.
<u>Year 1/2</u>	Coastline	Summer 2 Week 1	Which place of worship is sacred for Muslims?	To understand the mosque and its features. To explain why the mosque is important to Muslims.	Look for similarities and differences between churches, mosques and synagogues.



	Coastline	Summer 2 Week 2	How are places of worship similar and different?	Describe places of worship and their features. Explain the similarities and differences between places of worship.	Recognise that there are special places where people go to worship and talk about what people do there. Identify at least three objects used in worship in two religions.
	Coastline	Summer 2 Week 3	Why are places of worship important to our community?	Explain why places of worship are important to the community.	Talk about how people regularly worship God in different ways and in different places.



Cycle A- Year 3/4

Year Group	Topic	Week	Learning Objective	Knowledge	Skills
<u>Year 3/4</u>	Tremors	Autumn 1 Week 1	Do we all need wisdom on the journey of life? How do Christians find and use ancient wisdom from the Bible?	Describe examples of things that matter in relation to holy writings. To understand more about holy writings in Christianity by asking good questions. Explain reasons why some people value the ancient wisdom of the Bible. Explain reasons for their own views and ideas about what words are wise.	Identify at least two ways Christians use the Bible in everyday life. Give examples of how and suggest reasons why Christians use the Bible today. Discuss their own and others' ideas about why humans do bad things and how people try to put things right. Suggest why Christians believe that God needs to rescue / save human beings.
		Autumn 1 Week 2	The Bible is a big book. How is it put together? Why is it so popular?	To understand how the bible is divided into books, chapters and verses, and arranged in two 'Testaments.' Explain why some people love the Bible and why they might find it helpful.	Recall and name some Bible stories that inspire Christians. Discuss their own and others' ideas about why humans do bad things and how people try to put things right.



				Explain how the Bible uses different kinds of stories to tell a big story.	
	Tremors	Autumn 1 Week 3	What does the Bible teach Christian people about God, life, the universe and everything?	Explain the 'big story' of the Bible simply. To understand the ways in which Christians think of God and see the world.	Give examples of how and suggest reasons why Christians use the Bible today. Identify at least two ways Christians use the Bible in everyday life.
<u>Year 3/4</u>	Potions	Autumn 2 Week 1	How do Christians use Bible stories such as a story of creation to inspire drama, music, art or dance?	Explain the story of Genesis chapter 1 and the meaning behind it. Explain the reasons why some people who are Jewish or Christians love this story.	Give simple reasons for their own ideas about the story and about the beauty of the earth. Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation.
	Potions	Autumn 2 Week 2	How can the Bible help people if they are tempted to do wrong things?	Explain the message behind the story of Adam and Eve and think and talk about the meaning of temptation.	Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation. Discuss their own and others' ideas about why humans do bad things and how people try to put things right.



				To know the reasons why some people, find the bible can help them to live a better life.	
	Potions	Autumn 2 Week 3	Can Bible stories of lost and found help people today? What makes these stories so popular?	To understand Jesus' teaching about forgiveness. Explain how the Bible uses different kinds of stories to tell a big story.	Discuss their own and others' ideas about why humans do bad things and how people try to put things right
<u>Year 3/4</u>	Gods and Mortals	Spring 1 Week 1	What does the word 'inspiring' mean?	Use the word 'inspired' in an appropriate way.	Give examples of how Christians are inspired by Jesus.
	Gods and Mortals	Spring 1 Week 2	Who is inspiring?	Explain the values and virtues from Saint Paul, called 'the Fruits of the Spirit'.	Make connections between some of Jesus' teachings and the way Christians live today.
	Gods and Mortals	Spring 1 Week 3	What do we know about Jesus' life story?	Identify similarities and differences in the way in which Jesus has been portrayed.	Ask questions raised by the stories and life of Jesus and followers today, and give examples of how Christians are inspired by Jesus.



<u>Year 3/4</u>	Gods and Mortals	Spring 2 Week 1	Is his story inspiring for some people?	Give simple definitions of some key Christian terms (e.g. gospel). Understand what is inspiring to Christians about a miracle story of Jesus, what it shows about him.	Ask questions raised by the stories and life of Jesus and followers today, and give examples of how Christians are inspired by Jesus.
	Gods and Mortals	Spring 2 Week 2	Was Jesus inspiring because of his actions?	Describe the difference between a miracle and a magic trick: magic tricks are illusions, but some people believe God can do miracles 'for real'.	Make connections between some of Jesus' teachings and the way Christians live today
	Gods and Mortals	Spring 2 Week 3	What did Jesus teach? Was he a good teacher?	Explain one of Jesus' parables Explain examples of the impact that believing in Jesus will have on a Christian's life.	Ask questions raised by the stories and life of Jesus and followers today, and give examples of how Christians are inspired by Jesus.
<u>Year 3/4</u>	Tribal Tales	Summer 1 Week 1	What is prayer? Is prayer helpful? How could we answer this question?	To understand how and why people in different religions pray or meditate.	Describe ways in which prayer can comfort and challenge believers.



				To explain reasons why some people, pray every day, but others not at all.	
	Tribal Tales	Summer 1 Week 2	What happens in Islamic prayer? What does this show us about Muslim beliefs and ways of life?	To understand the practice of prayer as a Pillar of Islam. Explain how Muslim people find benefits in praying five times a day.	Describe the practice of prayer in Islam. Make connections between what Muslims believe about prayer and what they do when they pray.
	Tribal Tales	Summer 1 Week 3	How and why do Christians like to pray?	To understand how and why some people find calmness, hope or strength when they pray.	Describe the practice of prayer in Christianity. Make connections between what Christians believe about prayer and what they do when they pray.
<u>Year 3/4</u>	Burps, Bottoms and Bile	Summer 2 Week 1	How do Hindus pray and worship at home and in the Mandir?	Explain the reasons for Hindu practices of prayer and worship. Use the correct religious vocabulary that describes Hindu shrines and worship.	Describe what some Hindus say and do when they pray. Describe the practice of prayer in Hinduism. Make connections between what Hindus believe about prayer and what they do when they pray,



				Explain different ways Hindus pray and worship.	
Burps, Bottoms and Bile	Summer 2 Week 2	What is similar and different in the words of three prayers (Muslim, Christian, Hindu)	Recall three different prayers from three different religions. Explain reasons why some people think prayer is so important and helpful. Explain the similarities and differences between religions and the prayers they use.	Describe what some Hindus, Muslims and Christians say and do when they pray. Describe the practice of prayer in Hinduism, Islam and Christianity.	
Burps, Bottoms and Bile	Summer 2 Week 3	Reflection: What more can we discover? Does reflection matter to me? What have we learned from Muslims, Hindus + Christians about prayer, symbols and worship?	To explain their own ideas about light and darkness and associated concepts (e.g. truth, fear, ignorance, warmth). To reflect on their own experience of light and darkness, expressing their ideas creatively.	Respond thoughtfully to examples of how praying helps religious believers Make connections between what people believe about prayer and what they do when they pray. Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray.	



Cycle B- Year 3/4

Year Group	Topic	Week	Learning Objective	Knowledge	Skills
<u>Year 3/4</u>	Scrumdid dlyumptio us	Autumn 1 Week 1	'Seeing is Believing' - is it? What do I think about believing in God?	Explain why there are some things that we cannot see, but do believe in. To understand the reasons why some people, believe in God and some do not.	Ask questions and suggest some of their own responses to ideas about God. Discuss why it makes a difference in people's lives to believe in God.
		Autumn 1 Week 2	What do Christians believe about God? God as Love, Father, Light, Creator, Trinity, Listener to Prayers	Understand that prayer is a way, religious believers believe they can communicate with God. Explain what some of the artefacts are that religious people might use when they talk to God or pray.	Ask questions and suggest some of their own responses to ideas about God. Identify how and say why it makes a difference in people's lives to believe in God. Suggest why having a faith or belief in something can be hard.



<u>Year 3/4</u>	Scrumdid dlyumptio us	Autumn 1 Week 3	What do the stories of Moses and the Burning Bush and of Saint Paul's conversion tell us about God in Christianity?	Explain how and why it makes a difference in people's lives to believe in God. Explain the reasons why some people believe in God.	Describe some of the ways in which Christians describe God. Ask questions and suggest some of their own responses to ideas about God. Suggest why having a faith or belief in something can be hard.
	I am Warrior	Autumn 2 Week 1	What do Muslims believe about Allah? (The Arabic word for God is Allah)	To understand that the Qur'an guides Muslims in their daily life and teaches them about Allah / God.	Describe some of the ways in which Muslims describe God. Ask questions and suggest some of their own responses to ideas about God. Suggest why having a faith or belief in something can be hard.
	I am Warrior	Autumn 2 Week 2	What do Muslims believe about the Holy Quran, Allah's gift to humanity?	To understand that Islam teaches that the Qur'an was revealed to the Prophet from Allah by the Angel Jibril. To understand Shahadah, the Muslim statement of faith in one God.	Describe some of the ways in which Muslims describe God. Ask questions and suggest some of their own responses to ideas about God. Suggest why having a faith or belief in something can be hard.



				<p>To know that the Qur'an guides Muslims in their daily life and teaches them about Allah / God.</p> <p>To think about some questions about God: If there is a great God, full of love, what might God be like? How could we describe God?</p>	
	I am Warrior	Autumn 2 Week 3	<p>How do Hindu people show what they believe about gods and goddesses?</p>	<p>Describe the symbolism of Hindu murtis / statues of the gods and goddesses.</p> <p>Explain the reasons why some Hindu people use murtis / statues of the gods and goddesses in worship.</p>	<p>Describe some of the ways in which Hindus describe God.</p> <p>Ask questions and suggest some of their own responses to ideas about God.</p> <p>Identify how and say why it makes a difference in people's lives to believe in God.</p>
<u>Year 3/4</u>	Traders and Warriors	Spring 1 Week 1	<p>What is worth celebrating?</p>	<p>To understand the reasons why some people, choose to celebrate significant events.</p>	<p>Recognise and identify some differences between religious festivals and other types of celebrations.</p>



					Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter,)
	Traders and Warriors	Spring 1 Week 2	What do Christians celebrate at Easter?	Explain the three things that make Holy Week a special time for Christians. Explain what three symbols tell us about the story of Easter.	Make connections between stories, symbols and beliefs with what happens in at least two festivals. Ask questions and give ideas about what matters most to believers in festivals. Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives.
	Traders and Warriors	Spring 1 Week 3	What was the meaning of Jesus' last meal with his friends?	Explain the meaning of the Last Supper and link to the concept being celebrated at Holy communion.	Make connections between stories, symbols and beliefs with what happens in at least two festivals. Explore and suggest ideas about what is worth celebrating and remembering in religious communities.



<u>Year 3/4</u>	Traders and Warriors	Spring 2 Week 1	What does the crucifying of Jesus mean to Christians?	To understand the events of the crucifixion. To explain the reasons for why Jesus was put to death.	Suggest how and why religious festivals are valuable to many people.
	Traders and Warriors	Spring 2 Week 2	What do Christians believe happened on Easter Sunday morning?	Explain links between the death of Jesus and some key Christian beliefs. To understand what the story of Easter means to some Christians today.	Discuss similarities and differences in the way festivals are celebrated within and between religions.
	Traders and Warriors	Spring 2 Week 3	Why is Diwali significant to Hindus?	To understand the story of Rama and Sita, identifying the experiences and feelings of Rama and Sita at different points and explaining the significance of this story to Hindu beliefs/celebrations about Diwali.	Make connections between stories, symbols and beliefs with what happens in at least two festivals. Ask questions and give ideas about what matters most to believers in festivals.
<u>Year 3/4</u>	Flow	Summer 1	What does a journey mean to us?	Explain how life is seen as a journey by some people.	Suggest why some people see life as a journey and identify some of the key milestones on this journey.



		Week 1			
	Flow	Summer 1 Week 2	What is the significance of Baptism to Christians?	To understand the two different Christian celebrations of belonging/initiation. To explain why some Christians, baptise babies at birth and others have believer's baptism.	Talk about what happens in Christian ceremonies of commitment and say what these rituals mean. Suggest reasons why marking the milestones of life are important to Christians, Hindus.
	Flow	Summer 1 Week 3	How do Jewish people mark becoming an adult?	Explain what happen at a Jewish Bar or Bat Mitzvah ceremony. To understand why these ceremonies are significant to Jewish people.	Describe what happens in Jewish ceremonies of commitment and say what these rituals mean. Suggest reasons why marking the milestones of life are important to Jewish people.
<u>Year 3/4</u>	Mighty Metals	Summer 2 Week 1	What ceremonies do Hindus mark in the journey of life?	Explain Hindu beliefs about the journey of life and death using key terms such as dharma, karma and moksha. Explain the significance of the Hindu sacred thread ceremony.	Suggest why some people see life as a journey and identify some of the key milestones on this journey. Talk about what happens in Hindu ceremonies of commitment and say what these rituals mean.



					Suggest reasons why marking the milestones of life are important to Hindus.
Mighty Metals	Summer 2 Week 2	Why do people choose to get married?	Describe a wedding ceremony for two different religions.	Talk about what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean.	
Mighty Metals	Summer 2 Week 3	Are all journeys similar? Can we compare the journeys of Christians, Jewish people and Hindus?	Answer questions such as: What are the challenges people might face on the journey of life? Is being committed to a religion challenging? Why? Why not? Explain the similarities and differences between the descriptions of the journey of life for two different groups. Reason why some people describe life as like a journey.	Suggest why some people see life as a journey and identify some of the key milestones on this journey. Talk about what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean. Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people.	



Cycle A- Year 5/6

Year Group	Topic	Week	Learning Objective	Knowledge	Skills
<u>Year 5/6</u>	Tomorrow's World	Autumn 1 Week 1	How many people believe in God?	<p>To understand the definitions of the terms: theism, atheism and agnosticism.</p> <p>To know the reasons why some people, believe in God, some people do not believe in God and some people have not decided.</p>	<p>Present different views on why people believe in God or not, including their own ideas.</p> <p>Define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs.</p> <p>Give two reasons why a Christian believes in God and one why an atheist does not.</p>
	Tomorrow's World	Autumn 1 Week 2	Is God Real? What do Christians think?	<p>Describe the God of Christianity we know about, using some technical words and Biblical metaphors.</p> <p>To know the reasons why some people, believe in God and some people do not.</p>	<p>Outline clearly a Christian understanding of what God is like, using examples and evidence.</p> <p>Present different views on why people believe in God or not, including their own ideas.</p>



				To understand the differences between people's ideas of what God is like and whether God exists.	Express thoughtful ideas about the impact of believing or not believing in God on someone's life.
	Tomorrow's World	Autumn 1 Week 3	How do we know what is true? Why do people believe or not believe in God?	Show understanding of the difference between a fact, belief and opinion. Know how facts, beliefs and opinions come about and how they are interpreted.	Outline clearly a Christian understanding of what God is like, using examples and evidence.
<u>Year 5/6</u>	Stargazers	Autumn 2 Week 1	What do Christians believe about how the world began? Do they all share the same idea?	Understand why the natural world is seen by many Christians as evidence for belief in God.	Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging.
	Stargazers	Autumn 2 Week 2	Do all Christians share the same idea?	Express and explain similarities and differences between Christian beliefs about how the world began.	Express thoughtful ideas about the impact of believing or not believing in God on someone's life. Present different views on why people believe in God or not, including their own ideas.



<u>Year 5/6</u>	Stargazers	Autumn 2 Week 3	Is God Real? Why do some people believe God exists? Why do some people believe God doesn't exist?	To know the reasons why some people, believe in God and some people do not. To understand some of the differences between people's ideas of what God is like and whether God exists.	Give two reasons why a Christian believes in God and one why an atheist does not. Present different views on why people believe in God or not, including their own ideas.
	A Child's War	Spring 1 Week 1	What is a place of worship? What is it for?	To understand what places of worship are for. To know the most important function of a place of worship.	Select and describe the most important functions of a place of worship for the community
	A Child's War	Spring 1 Week 2	What is a Christian place of worship? What is it for?	To know the differences within Anglican and Baptist churches. To understand what places of worship are for.	Make links between Christian beliefs and features of these places of worship.
	A Child's War	Spring 1 Week 3	What is a Hindu place of worship? What is it for?	To know the key features of Hindu worship at home and worship in a mandir.	Make links between Hindu beliefs and worship. Select and describe the most important functions of a place of worship for the community.



				<p>To know the differences between worship in the home and at the mandir.</p> <p>To understand what places of worship are for.</p> <p>To consider the most important function of a place of worship.</p>	<p>Recall and name some key features of places of worship studied</p>
<u>Year 5/6</u>	A Child's War	Spring 2 Week 1	<p>What is a Jewish place of worship? What is it for?</p>	<p>To know the key features of a Jewish synagogue.</p> <p>To know the differences between Jewish synagogues.</p> <p>To understand what places of worship are for.</p> <p>To consider the most important function of a place of worship.</p>	<p>Make links between Jewish beliefs and features of Jewish places of worship.</p> <p>Recall and name some key features of places of worship studied.</p> <p>Select and describe the most important functions of a place of worship for the community.</p> <p>Outline how and why places of worship fulfil special functions in the lives of believers.</p>
	A Child's War	Spring 2	<p>Are people more important than the place?</p>	<p>To know how Christians, try to embody Jesus in their actions.</p>	<p>Present ideas about the importance of people in a place of worship, rather than the place itself.</p>



		Week 2		To understand the different aspects of worship; silence, nature and being together, help Christians connect to God.	Comment thoughtfully on the value and purpose of places of worship in religious communities
	A Child's War	Spring 2 Week 3	What is a place of worship? What is it for?	To know about what places of worship are for. To know about the most important function of a place of worship.	Recall and name some key features of places of worship studied. Select and describe the most important functions of a place of worship for the community.
<u>Year 5/6</u>	Hola Mexico	Summer 1 Week 1	What questions have you got about what happens when we die?	To explain what they think happens after death and why.	Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life.
	Hola Mexico	Summer 1 Week 2	What do some people think carries on after we have died? What is our soul?	Explain the impact that the belief that we have a soul might have on the way someone might live their life.	Express ideas about how and why religion can help believers when times are hard, giving examples.



					Outline Christian, Hindu and/or nonreligious beliefs about life after death.
	Hola Mexico	Summer 1 Week 3	Do some people believe that you come back to life as a different thing? What is reincarnation?	Explain the Hindu belief in reincarnation and Karma. Explain what difference belief in judgement/heaven/karma/reincarnation might make to how someone lives.	Outline Christian, Hindu and/or nonreligious beliefs about life after death. Explain some similarities and differences between beliefs about life after death.
<u>Year 5/6</u>	Sow, grow and farm	Summer 2 Week 1	Do you get to heaven if you do things wrong?	To understand the similarities and differences between the Muslim belief in Judgement and Christian belief in Judgement and how that is similar and different to the Hindu belief in reincarnation. To explain the impact for a Christian and or a Muslim, of a	Outline Christian, Hindu and/or nonreligious beliefs about life after death. Explain some similarities and differences between beliefs about life after death. Explain some reasons why Christians and Humanists have different ideas about an afterlife.



				belief in Judgement, in a series of areas of their life.	
Sow, grow and farm	Summer 2 Week 2	What do Christians think happens when we die?	<p>Explain the link between a reading that might be used at a funeral and a Christian belief about life after death.</p> <p>Explain what might happen in a Christian funeral explaining how it shows some Christian beliefs about life after death.</p>	Express ideas about how and why religion can help believers when times are hard, giving examples. Outline Christian, Hindu and/or nonreligious beliefs about life after death.	
Sow, grow and farm	Summer 2 Week 3	What do people who don't believe in God think happens when we die?	<p>Explain how not believing in life after death might make a difference to how someone lives.</p> <p>To know the reasons why non-religious people and Christians might choose to live their life in similar or different ways because of their beliefs.</p>	<p>Outline Christian, Hindu and/or non-religious beliefs about life after death.</p> <p>Explain some similarities and differences between beliefs about life after death.</p> <p>□ Explain some reasons why Christians and Humanists have different ideas about an afterlife.</p>	



Cycle B- Year 5/6

Year Group	Topic	Week	Learning Objective	Knowledge	Skills
<u>Year 5/6</u>	Off with her head	Autumn 1 Week 1	Do we all need wisdom on the journey of life? How do Christians find and use ancient wisdom from the Bible?	To understand how the bible is divided into books, chapters and verses, and arranged in two 'Testaments.' Explain why some people love the Bible and why they might find it helpful. Explain how the Bible uses different kinds of stories to tell a big story.	Recall and name some Bible stories that inspire Christians. Discuss their own and others' ideas about why humans do bad things and how people try to put things right.
	Off with her head	Autumn 1 Week 2	The Bible is a big book, how is it put together? Why is it so popular?	Explain the 'big story' of the Bible simply. To understand the ways in which Christians think of God and see the world.	Give examples of how and suggest reasons why Christians use the Bible today. Identify at least two ways Christians use the Bible in everyday life.



<u>Year 5/6</u>	Off with her head	Autumn 1 Week 3	What does the Bible teach Christian people about God, life, the universe and everything?	<p>Explain the story of <i>Genesis</i> chapter 1 and the meaning behind it.</p> <p>Explain the reasons why some people who are Jewish or Christians love this story.</p>	<p>Give simple reasons for their own ideas about the story and about the beauty of the earth.</p> <p>Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation.</p>
	Frozen Kingdom	Autumn 2 Week 1	How do Christians use Bible stories such as a story of creation to inspire drama, music, art or dance?	<p>Explain the message behind the story of Adam and Eve and think and talk about the meaning of temptation.</p> <p>To know the reasons why some people, find the bible can help them to live a better life.</p>	<p>Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation.</p> <p>Discuss their own and others' ideas about why humans do bad things and how people try to put things right.</p>
	Frozen Kingdom	Autumn 2 Week 2	How can the Bible help people if they are tempted to do wrong things?	<p>To understand Jesus' teaching about forgiveness.</p> <p>Explain how the Bible uses different kinds of stories to tell a big story.</p>	<p>Discuss their own and others' ideas about why humans do bad things and how people try to put things right.</p>



	Frozen Kingdom	Autumn 2 Week 3	Can Bible stories of lost and found help people today? What makes these stories so popular?	To understand how the bible is divided into books, chapters and verses, and arranged in two 'Testaments.' Explain why some people love the Bible and why they might find it helpful. Explain how the Bible uses different kinds of stories to tell a big story.	Recall and name some Bible stories that inspire Christians. Discuss their own and others' ideas about why humans do bad things and how people try to put things right.
<u>Year 5/6</u>	Revolution	Spring 1 Week 1	What is worth celebrating?	To understand the reasons why some people, choose to celebrate significant events.	Recognise and identify some differences between religious festivals and other types of celebrations. Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter,).
	Revolution	Spring 1 Week 2	What do Christians celebrate at Easter?	Explain the three things that make Holy Week a special time for Christians.	Make connections between stories, symbols and beliefs with what happens in at least two festivals.



				Explain what three symbols tell us about the story of Easter.	Ask questions and give ideas about what matters most to believers in festivals. Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives.
	Revolution	Spring 1 Week 3	What was the meaning of Jesus' last meal with his friends?	Explain the meaning of the Last Supper and link to the concept being celebrated at Holy communion.	Make connections between stories, symbols and beliefs with what happens in at least two festivals. Explore and suggest ideas about what is worth celebrating and remembering in religious communities.
<u>Year 5/6</u>	Revolution	Spring 2 Week 1	What does the crucifying of Jesus mean to Christians?	To understand the events of the crucifixion. To explain the reasons for why Jesus was put to death.	Suggest how and why religious festivals are valuable to many people.



	Revolution	Spring 2 Week 2	What do Christians believe happened on Easter Sunday morning?	Explain links between the death of Jesus and some key Christian beliefs. To understand what the story of Easter means to some Christians today.	Discuss similarities and differences in the way festivals are celebrated within and between religions.
	Revolution	Spring 2 Week 3	Why is Diwali significant to Hindus?	To understand the story of Rama and Sita, identifying the experiences and feelings of Rama and Sita at different points and explaining the significance of this story to Hindu beliefs/celebrations about Diwali.	Make connections between stories, symbols and beliefs with what happens in at least two festivals. Ask questions and give ideas about what matters most to believers in festivals.
<u>Year 5/6</u>	Pharaohs	Summer 1 Week 1	What is the significance of Baptism to Christians?	To understand the two different Christian celebrations of belonging/initiation. To explain why some Christians, baptise babies at birth and others have believer's baptism.	Talk about what happens in Christian ceremonies of commitment and say what these rituals mean. Suggest reasons why marking the milestones of life are important to Christians, Hindus.



	Pharaohs	Summer 1 Week 2	How do Jewish people mark becoming an adult?	Explain what happen at a Jewish Bar or Bat Mitzvah ceremony. To understand why these ceremonies are significant to Jewish people.	Describe what happens in Jewish ceremonies of commitment and say what these rituals mean. Suggest reasons why marking the milestones of life are important to Jewish people.
	Pharaohs	Summer 1 Week 3	What is the significance of Baptism to Christians?	To understand the two different Christian celebrations of belonging/initiation. To explain why some Christians, baptise babies at birth and others have believer's baptism.	Talk about what happens in Christian ceremonies of commitment and say what these rituals mean. Suggest reasons why marking the milestones of life are important to Christians, Hindus.
<u>Year 5/6</u>	Scream Machine	Summer 2 Week 1	What ceremonies do Hindus mark in the journey of life?	Explain Hindu beliefs about the journey of life and death using key terms such as dharma, karma and moksha. Explain the significance of the Hindu sacred thread ceremony.	Suggest why some people see life as a journey and identify some of the key milestones on this journey. Talk about what happens in Hindu ceremonies of commitment and say what these rituals mean. Suggest reasons why marking the milestones of life are important to Hindus.



	<p>Scream Machine</p>	<p>Summer 2 Week 2</p>	<p>Why do people choose to get married?</p>	<p>Describe a wedding ceremony for two different religions.</p>	<p>Talk about what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean.</p>
	<p>Scream Machine</p>	<p>Summer 2 Week 3</p>	<p>Are all journeys similar? Can we compare the journeys of Christians, Jewish people and Hindus?</p>	<p>Answer questions such as: What are the challenges people might face on the journey of life? Is being committed to a religion challenging? Why? Why not? Explain the similarities and differences between the description of the journey of life for two different groups. Reason why some people describe life as like a journey.</p>	<p>Suggest why some people see life as a journey and identify some of the key milestones on this journey. Talk about what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean. Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people.</p>