



RE – Year 5/6 cycle A	Autumn	Spring	Summer
<p>Throughout UKS2, pupils learn about Christianity, Islam, Buddhism, Sikhism, Judaism and Hinduism, recognising the impact of religion and belief locally, nationally and globally.</p> <p>Pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts.</p> <p>They should be introduced to an extended range of sources and subject specific vocabulary</p> <p>They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life.</p> <p>Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant</p>	<p><u>Islam</u> <u>Children to investigate:</u></p> <ul style="list-style-type: none"> • who Muhammad was (PBUH) • what happened on the ‘Night of Power’. <p><u>Children to understand</u> <u>To understand:</u></p> <ul style="list-style-type: none"> • the meaning of ‘revelation’ • that a Mosque is a special place for Muslims • that Muslims do not focus on statues or pictures when they pray • how to treat the Qur’an -and why • what the Qur’an represents • how the Qur’an affects the lives of Muslims. • Begin to understand the meaning of ‘sacred’. • Begin to reflect on what influences them and their behaviour/actions. <p><u>Christainity</u> <u>Why is the birth of Jesus important to Christians?</u> To understand that:</p> <ul style="list-style-type: none"> • Jesus was born, and died, a Jew, that the birth of Jesus fulfils the prophecies written in the Old Testament (also the Torah) • that Jesus is the incarnation of God-that God became man • that God gave a great gift to the world in his son Jesus <ul style="list-style-type: none"> • To understand that Jesus came to earth for all people-rich and poor alike, good and bad. 	<p>Why do people travel to sacred places?</p> <ul style="list-style-type: none"> • To understand that people travel to certain places on a pilgrimage for different reasons. • To understand that Mecca is an especially sacred place for Muslims. • To understand that the Qur’an tells Muslims that they should visit Mecca at least once in their life, if they can raise the money to go. • To understand that there are many different places of pilgrimage • To make a presentation describing another type of pilgrimage which people make. 	<p>What do Christians believe about God?</p> <ul style="list-style-type: none"> • To understand that Christians believe there is only one God and that he made us in his image • To understand that Christians believe God created the world in 6 days and on the 7th day he rested • To understand that there are different viewpoints to how the world was created and it is important to respect each other’s views. • To understand that Christians believe that God left the world in people’s care –Stewardship. <p>Why and how do Christians celebrate Pentecost?</p> <ul style="list-style-type: none"> • To know when Christians celebrate Pentecost and understand what happened at the first Pentecost. • To understand the significance of the symbols associated with the Holy Spirit. • To know what Christians, believe about God, the Trinity and the Holy Spirit.



<p>information, selecting examples and giving reasonings to support their ideas and views.</p>		<p>What happened at the Last Supper?</p> <ul style="list-style-type: none">• To understand what happened at the Last Supper.• To understand how Jesus prepared his friends for his death and showed them how they could think about him frequently.• To understand how Jesus showed his friends he was there to serve by washing their feet.	<ul style="list-style-type: none">• To understand the significance of the events of Pentecost on the history of the church.
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RE – Year 5/6 cycle B	Autumn	Spring	Summer
<p>Throughout UKS2, pupils learn about Christianity, Islam, Buddhism, Sikhism, Judaism and Hinduism, recognising the impact of religion and belief locally, nationally and globally.</p> <p>Pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts.</p> <p>They should be introduced to an extended range of sources and subject specific vocabulary</p> <p>They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life.</p> <p>Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant</p>	<p>Why is the Buddha important for Buddhists?</p> <ul style="list-style-type: none"> To think about different famous people and why they are famous To find out the basic facts of the Buddhist religion. To identify key events in the life of the Buddha. To understand why the life of the Buddha is important for Buddhists. To understand the significance of the Buddhist shrine and how Buddhists can worship at home. To explore how Theravadin Buddhists express their faith. To explore the concept of community in the Buddhist tradition and beyond. <p>What do the gospels tell us about the birth of Jesus?</p> <ul style="list-style-type: none"> To have a clear understanding of the story of Christmas and understand why it is significant to Christians. To compare and contrast the Gospel stories of Christmas from Matthew and Luke. To begin to understand why there are differences and the implications of this for Christians. 	<p>How do religions respond to prejudice and discrimination?</p> <ul style="list-style-type: none"> To begin to understand what a stereotypical view is and how we can all have them. To understand what prejudice and discrimination is. To understand how Christians, deal with prejudice and discrimination. To understand how Buddhists, deal with prejudice and discrimination. <p>Why are Good Friday and Easter Day the most important days for Christians?</p> <ul style="list-style-type: none"> To understand the Easter story and realise its 	<p>How and why do some religious people inspire others?</p> <ul style="list-style-type: none"> To understand what an inspirational person is and what makes them one. To understand how people have inspired others by actions and words. To compare these inspirational people and the techniques they have used. <p>What do religions believe about life after death?</p> <p><u>To understand:</u></p> <ul style="list-style-type: none"> what Christians believe happens when you die what Christians mean by spirit or soul what practical aspects follow a death that saying goodbye is part of the grieving process what Hindus/ Sikhs believe happens when they die that Hindus/Sikhs believe the soul continues after death/ is reborn into a new life how karma influences a Hindu's/Sikh's life what Humanist's view on what happens after death is



<p>information, selecting examples and giving reasonings to support their ideas and views.</p>		<p>significance for Christians.</p> <ul style="list-style-type: none">• To identify ways in which Christians celebrate Easter.• To know that Good Friday is the anniversary of the Crucifixion.• To understand why Christians, believe Jesus is the Light of the World.• To compare and contrast the church on Good Friday and Easter Sunday and recognise the significance of Easter Sunday.	<ul style="list-style-type: none">• what a Humanist funeral ceremony involves <p>What do the Major Religions share in common?</p> <ul style="list-style-type: none">• To understand that the major religions believe there is only one God and that we exist because of Him.• To understand that the major religions all teach that we should do unto others what we would want to be done to us. <p>(This principle applies not just to family and friends but to all. It is the basis of peace and social justice.)</p> <ul style="list-style-type: none">• To understand that all Humanity is united.• To understand that the major religions teach that we have a duty to work for peace and justice in our world.• To understand that as human beings, the world religions teach that we have a responsibility for helping those in need.
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