

Term	
Key question- Knowledge	Links to previous learning
Lesson and brief summary	Reading opportunities for religious stories- GR
Coverage of age related assessment –Skills A- Understand key events and stories B- Express and communicate own feelings and thoughts, compare to others with reasoning and evaluate impacts on community and life. C- Gain and deploy skills- Investigate/ compare/ Link to British Values/ communities/ society and wider world/ Conflicts	

Weighting of religious coverage linked to Sandwell and NC coverage.	Year 3 Christianity x3 Sikhism x1 Islam x 2	Year 4 Christianity x2 Sikhism x1 Islam x 2 Application lesson x 1	Year 5 Christianity x2 Sikhism x 1 Islam x 1 Buddhism x 1 Application lesson x 1	Year 6 Christianity x 2 Sikhism x1 Islam x1 Hinduism x1 Application lesson x1
Christianity	<u>Autumn 2</u> Why does Christmas matter to Christians? <u>Lesson 1- Story of Christmas</u> and its deeper meaning. A1. Describe and explain key beliefs, stories and practices. Previous learning links: Symbols from Autumn 1 celebrations. GR- Christingle <u>Lesson 2- Ceremonies- Christingle</u>	<u>Autumn 1</u> Why does Jesus and his beliefs matter? <u>Lesson 1- Bible- Holy book</u> Stories, purpose and importance. B1. Explain my ideas about how beliefs and practices influence people and the communities they live in (impact how people live and behave). Previous learning links: Year 3- stories learnt e.g. Easter, how this links to leaders and	<u>Spring 1</u> How can religion help people when times are tough? <u>Lesson 1- Discover types of prayer</u> , similarities and differences between religions and the holy books about prayer. B2. Express and show reasoning about identity, diversity, meaning and value. (Similarities and differences between me and my class friends beliefs) Previous learning links: Y3 traditions, Y4 leaders expectations/ shared ideas. GR- Lord’s prayer.	<u>Spring 1</u> What can we learn from the plague story about temptation? <u>Lesson 1-Plague and its impact</u> 1: Name the 10 plagues that were sent to Egypt. 2: Explain WHY and HOW they were sent to Egypt 3. Explain WHAT the plagues being sent SHOWS the Israelites about their God. C1. Investigate key parts of religion and answers posed questions. Previous learning links: Y4/Y5 Link to leaders, year 5 Eightfold path and bible stories e.g. sheep and the sheep and the goat.

	<p>Guide to Christingle for visitors to the church for over Christmas.</p> <p>A3. Appreciate and evaluate the (importance) and impact of different ways of life and practises when expressing their faith. Link this to our school and our community. (British Values)</p> <p><u>Lesson 3 (PM)- Christmas decorations</u> to go on a Chrismon tree.</p> <p>A3. Appreciate and evaluate the (importance) and impact of different ways of life and practises when expressing their faith. Link this to our school and our community. (British Values)</p>	<p>what they expect/ share.</p> <p><u>Lesson 2- Beatitudes</u> Link to school and own community.</p> <p>B2. Express and show reasoning about identity, diversity, meaning and value. (Similarities and differences between me and my class friends beliefs)</p> <p>Previous learning links: Year 3- Importance of living things to God and 10 commandments.</p> <p>GR- Harvest Festival</p> <p><u>Lesson 3 (PM)</u> <u>Beatitudes continued.</u> Art.</p> <p>B2. Express and show reasoning about identity, diversity, meaning and value. (Similarities and differences between</p>	<p><u>Lesson 2-</u> Writing own prayers</p> <p>C3. Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people’s lives.</p> <p><u>Lesson 3- Symbolism</u> PM- Significance of symbols- Dove. Story of Noah’s ark and the significance of the dove and art sketches.</p> <p>B1.Explain my ideas about how beliefs and practices influence people and the communities they live in (impact how people live and behave).</p> <p>Previous learning: Religious symbols and meaning, Y3 cross Y4 the Khanda.</p>	<p>GR- King Herald</p> <p><u>Lesson 2-</u> Diary entry as an Israelite- feelings towards God because of his actions.</p> <p>C3. Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people’s lives.</p> <p>PM- Illustrate art sacred words.</p> <p>Previous learning: Comparison to their thoughts about what Jesus did to save others.</p> <p>B1. Explain my ideas about how beliefs and practices influence people and the communities they live in (impact how people live and behave).</p>
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	<p><u>Spring 2</u> Why do Christians call the day Jesus died good Friday?</p> <p><u>Lesson 1- Easter Story</u> Key events and beliefs. Importance of the cross as a symbol.</p> <p>A1- Explain key beliefs, the importance of Easter to Christians and traditions.</p> <p>GR- Last supper</p> <p><u>Lesson 2</u> –Good Friday A2/A3- Investigate posed question with own thoughts and feelings/ Appreciate and evaluate ways of life and impacts on community.</p> <p>The importance of good Friday, its significance to Christianity and how it has impacted the religion and people’s lives.</p>	<p>me and my class friends beliefs)</p> <p><u>Summer 2</u> What kind of world did God want?</p> <p><u>Lesson 1 and 2- Creation story.</u></p> <p>A1 Describe and analyse beliefs. Key beliefs and underpinning of who we are, order of importance and impact on people’s lives. Creating own creation story.</p> <p>GR-Creation story.</p> <p><u>Lesson 3 (PM)- My idea world</u> B1.Explain my ideas about how beliefs and practices influence people and the communities they live in (impact how people live and behave).</p>	<p><u>Spring 2</u> What do Christians believe Jesus did to save human beings? <u>Lesson 1- Holy Communion</u></p> <p>Symbolism, traditions and importance. Holy Communion in different Christian denominations and how it is reflected in the way it’s celebrated.</p> <p>B3. In your own thoughts, evaluate. (Positives and negatives) parts of religion and how this effects the world we live in.</p> <p>Previous learning: Y3 Good Friday, Y4 Jesus and his beliefs, Spring 1 How does prayer help when things get tough?</p> <p>GR- Parable of the sheep and the goat.</p> <p><u>Lesson 2- Express thoughts.</u> Work linked to sheep and goat- How to treat the world. Debate/ argument.</p>	<p><u>Spring 2</u> What would you be willing to sacrifice for what you believe in? .</p> <p><u>Lesson 1- Sacrifices</u> Lion witch and wardrobe sacrifice scene.</p> <p>B2. Express and show reasoning about identity, diversity, meaning and value. (Similarities and differences between communities).</p> <p>GR- Lion, witch wardrobe.</p> <p>Previous learning: The crucifixion, the forming of the Khalsa, links to leaders and their actions.</p> <p><u>Lesson 2- Investigate key parts of religion and their impacts.</u> Comparison to the Easter story (Y3,4,5)and Bible (Y4).</p> <p>C2. Enquire into what enables communities to live together respectfully. Impacts and links to own role in society.</p> <p><u>Lesson 3 (PM)- Leaders art</u></p>
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	<p>Previous learning links: Ceremonies, traditions and importance- comparison opportunity.</p> <p><u>Lesson 3 (PM)-</u> A1. Describe and explain key beliefs, stories and practices. Continued from AM- Water colour 'Stone'</p> <p>Summer 2 What is meant by a leader and what is their role?</p> <p><u>Lesson 1- Story of Mose and the burning bush.</u></p> <p>Drama task- 'What if' e.g. What if the Pharaoh was kind? How would this change the story?</p> <p>A1. Describe, explain and know the key events in beliefs (stories) and practices (ceremonies).</p>	<p>Snow globe DT- own world.</p>	<p>Write a diary extract about experience of Holy communion.</p> <p>C2. Enquire into what enables communities to live together respectfully. Impacts and links to own role in society.</p> <p>Previous learning: 10 Commandments and Beatitudes.</p> <p><u>Lesson 3 PM-Symbolism and tradition for ceremony.</u></p> <p>Chalice DT</p> <p>B1. Explain my ideas about how beliefs and practices influence people and the communities they live in (impact how people live and behave).</p>	<p>Art- LWW art Chalk.</p> <p>C3. Continued</p>
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GR- Moses and the burning bush

Lesson 2- 10 commandments.

Write own.

B1. Explain my ideas about how beliefs and practices **influence people** and the **communities** they live in (impact how people live and behave).

Previous learning- Link back to how this is show in religion and how the Holy book/ leaders show the importance of this.

Lesson 3 (PM)- Continuation of learning of symbolism

A1. Describe, explain and know the key events in beliefs (**stories**) and practices (**ceremonies**).

Collage of the burning bush.

Sikhism	<p><u>Autumn 1</u> Why and how do we celebrate special times? <u>Lesson 1- Religious festivals</u> Diwali story, key events, practises and traditions.</p> <p>A1. Describe, explain and know the key events in beliefs (stories) and practices (ceremonies).</p> <p>GR- Rama and Sita</p> <p><u>Lesson 2- Symbolism.</u> Light and darkness, good and evil, rewards and consequences.</p> <p>A3. Appreciate and evaluate the (importance) and impact of different ways of life and practises</p>	<p><u>Autumn 2</u> What kind of world do we want to live in?</p> <p><u>Lesson 1- Beliefs, practises and life commitments</u></p> <p>Holy book, God, symbol and its meaning and what makes a good person?</p> <p>B1. Explain my ideas about how beliefs and practices influence people and the communities they live in (impact how people live and behave).</p> <p>Previous learning: Y3 leader's expectations, living things and their importance,</p>	<p><u>Summer 1</u> What would Guru Nanak do for Sikhs?</p> <p><u>Lesson 1- Guru Nanak the Inspirational leader.</u> Ordering the importance of teachings and reasoning.</p> <p>C1. Investigate key parts of religion, respond creatively, show reasoning and compare.</p> <p>GR-Rosa Parks</p> <p><u>Lesson 2- Express ideas/ thoughts and evaluate teachings.</u> Application of Guru Nanak's teachings to scenarios.</p> <p>C3. Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.</p>	<p><u>Autumn 1</u> What kind of Leader was Guru Nanak? How do leaders influence our lives?</p> <p><u>Lesson 1- Leaders in religion and society</u></p> <p>Guru Nanak – Qualities linked to Religious stories</p> <p>Previous learning: Y3 leader's expectations, living things and their importance, ceremonies and traditions. Y4 Link to Beatitudes from A1 Y5 Guru Nanak the inspirational leader</p> <p>Martin Luther King- Speech.</p> <p>C1. Investigate key parts of religion, respond creatively, show reasoning and compare.</p>

	<p>when expressing their faith. Link this to our school and our community. (British Values)</p> <p><u>Lesson 3 (PM)- Symbolism.</u> Light and dark art</p> <p>A2. Identify, investigate and respond to questions with my own thoughts and feelings (my own religion or beliefs)</p>	<p>ceremonies and traditions. Y4 Link to Beatitudes from A1</p> <p>GR- The Sikh stories the milk and the Jasmine flower and Duni Chand and the Silver Needle</p> <p><u>Lesson 2- The importance of generosity and values</u></p> <p>LA- Fill a generosity tree, on each leaf write a word linked to the value of generosity- linking to the 5 human values. M/H- Write next chapter for Duni Chan and the needle It could be where Duni Chand and his wife put the plan into action and show generosity.</p> <p>B3. In your own thoughts, evaluate. (Positives and negatives) parts of religion and how this effects the world we live in.</p>	<p>Previous learning: Other religious leaders, views and expectations for the world we live in and Y4 religious stories.</p> <p><u>Lesson 3 (PM)- Identify diversity, meaning and value of being part of a religion.</u></p> <p>Vaisakhi wax art</p> <p>B2. Express and show reasoning about identity, diversity, meaning and value.</p> <p>Previous learning: Y3/Y4 light and dark represented in art, patterns in religious art.</p>	<p>GR- Guru Nanak and the boulder?</p> <p><u>Lesson 2-Speech</u></p> <p>Writing a persuasive speech to become a leader, applying knowledge of qualities and actions needed and the impact you will have on people’s lives/ community.</p> <p>C3. Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people’s lives.</p> <p><u>Lesson 3 (PM)-Images of Guru Nanak</u> Collage- linked to Greek mythological style.</p> <p>B2. Express and show reasoning about identity, diversity, meaning and value</p>
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		<p>Previous learning: Y3 Diwali- fill the world with light.</p> <p><u>Lesson 3 (PM)- Symbolism and patterns in religion # Rangoli</u></p> <p>B2. Express and show reasoning about identity, diversity, meaning and value.</p> <p>Previous learning: ART- Link to year 3 Rama and Sita (Symbolism).</p>		
Islam	<p><u>Spring 1</u> Why is the Qu’ran important to Muslims? How are these teachings put into practise?</p> <p><u>Lesson 1- Holy book-</u> What? Where? How is used? Language? Wudu- foundation routines/ ceremonies/ stories</p> <p>A1. Describe, explain and know the key events in beliefs (stories) and practices (ceremonies).</p>	<p><u>Spring 1</u> What is meant by keeping the five pillars of Islam?</p> <p><u>Lesson 1-5 Pillars of Islam</u> Identify, understand and express own views.</p> <p>B2. Express and show reasoning about identity, diversity, meaning and value. (Similarities and</p>	<p><u>Autumn 2</u> Why do Muslims worship?</p> <p><u>Lesson 1- Explore and explain the Muslim faith</u></p> <p>Why do Muslims pray? Where do Muslims pray? The story of Bilal, the first Muezzin. Islam, the call to prayer, courage. What matters most to Bilal activity.</p>	<p><u>Autumn 2</u> What impact do people’s beliefs have on their lives?</p> <p><u>Lesson 1- Types of journey</u></p> <p>Difference between a special journey, long journey and pilgrimage. Golden temple and Mecca.</p> <p>C1. Investigate key parts of religion and answers posed questions. Show reasoning, comparisons and linked to British Values.</p>

	<p>Link to celebrations/ traditions A1 and how religion is important to people A2- Use to compare across religions.</p> <p>GR- How the Qu’ran was revealed?</p> <p><u>Lesson 2- Muslims daily life</u> and how this commitment impacts their lives.</p> <p>B1. Explain my ideas about how beliefs and practices influence people and the communities they live in (impact how people live and behave).</p> <p><u>Lesson 3 (PM)-Islamic patterns and rules about pictures in Islamic art</u> Why patterns are used in worship?</p> <p>A3. Appreciate and evaluate the (importance) and impact of different ways of life and practises when expressing their faith. Link this to our</p>	<p>differences between me and my class friends beliefs) CH- B3 Evaluate and discuss impacts on community.</p> <p>Previous learning: Y3 traditions and impact on lives. Y4 The kind of life we want to live in, what the Holy books say.</p> <p>GR- Ramadan- Link to RE day A2- Sikhism-good person.</p> <p><u>Lesson 2-Eid al-fitr</u></p> <p>Diary entry as a Sikh child’s experience of Eid.</p> <p>B2. Express and show reasoning about identity, diversity, meaning and value. CH-(Similarities and differences between me and my class friends beliefs)</p>	<p>C1. Investigate key parts of religion and answers posed questions.</p> <p><u>Lesson 2- Understanding and importance of worship.</u></p> <p>Similarities and differences between other religions. The Rak’ah- Types of prayer.</p> <p>C2. Enquire into what enables communities to live together respectfully. Impacts and links to own role in society.</p> <p>C3. Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important</p> <p>Previous learning: Holy book, Holy building, Ramadan and prayer.</p> <p>GR- Hajj</p> <p><u>Lesson 3 (PM)- Meaning and value of Calligraphy and mosaics.</u></p> <p>Calligraphy and mosaic in Islam.</p>	<p>Difference between a special journey, long journey and pilgrimage. Golden temple and Mecca.</p> <p>Previous learning: Y3/Y4 teaching and practises. Y5 Impact religion has on people’s lives and commitments.</p> <p><u>Lesson 2- Journey of Hajj</u></p> <p>Journey of Hajj and importance to Muslims and rite of passage,</p> <p>C3. Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people’s lives.</p> <p>Previous learning: Hajj GR Y5.</p> <p>QR- Ibn-battuta</p> <p><u>Lesson 3- Comparison of leaders</u></p> <p>PM- 3 Kings art (Comparison) Silhouette and pastel art. C3. Continued</p>
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	<p>school and our community. (British Values)</p> <p><u>Summer 1-</u> What can we learn from Islamic stories and how do they influence our behaviour?</p> <p><u>Lesson 1- Importance of all living things to God</u> Story of the Crying camel and the meaning. How children can use this in their life. A2. Identify, investigate and respond to questions with my own thoughts and feelings (my own religion or beliefs)</p> <p>GR- Be our guest</p> <p><u>Lesson 2-Consequences of actions and rewards to situations.</u> Role play real life situations. A3. Appreciate and evaluate the (importance) and impact of different</p>	<p>Eid- Diary entry of Eid experience.</p> <p>Previous learning: Y3 how religion impacts daily life and the importance of tradition.</p> <p><u>Lesson 3-Mendhi symbolism, practise and celebrations.</u></p> <p>ART- Mendhi art. Parent volunteer.</p> <p>B2. Express and show reasoning about identity, diversity, meaning and value.</p> <p><u>Spring 2</u> What matters most to Muslims?</p> <p><u>Lesson 1- Holy Buildings</u> Identify features of a mosque, how it is used, compare to other religions, locating local places of worship, and discuss</p>	<p>B2. Express and show reasoning about identity, diversity, meaning and value.</p>	<p>C2. Enquire into what enables communities to live together respectfully. Impacts and links to own role in society.</p>
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	<p>ways of life and practises when expressing their faith. Link this to our school and our community. (British Values)</p> <p>Previous learning- Link back to how this is shown in religion and how the Holy book/ leaders show the importance of this.</p> <p><u>Lesson 3 (PM) – The importance of all creatures and why they are special</u></p> <p>Animal art</p> <p>A2. Identify, investigate and respond to questions with my own thoughts and feelings (my own religion or beliefs)</p>	<p>how this impacts their lives and the way they think. E.g. How would they make a decision about X.</p> <p>Link this to our school and our community. (British Values)</p> <p>Previous learning: Evaluate and compare to Autumn 1- Jesus and his beliefs.</p> <p>A3. Appreciate and evaluate the significance (importance) and impact (effect) of different ways of life and different ways of people (practising) expressing their faith.</p> <p><u>Lesson 2-Prophet Muhaamed</u> What is he like as a leader? Aspirations and goals. Hot seat.</p>		
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		<p>B1. Explain my ideas about how beliefs and practices influence people and the communities they live in (impact how people live and behave).</p> <p>Previous learning: Y3 leaders, Y4 A1 Jesus and his beliefs.</p> <p><u>Lesson 3- Religious buildings</u></p> <p>Mosque 3d modelling</p> <p>A3. Appreciate and evaluate the (importance) and impact of different ways of life and practises when expressing their faith. Link this to our school and our community. (British Values)</p>		
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Buddhism	N/A		<p><u>Autumn 1</u> What is meant by spirituality?</p> <p><u>Lesson 1-Story of the Buddha</u></p> <p>Qualities, morals, four noble truths.</p> <p><u>Lesson 2- Way of life</u></p> <p>Eightfold path, Karma, links between your actions and actions of others, the impact of this.</p> <p>C1. Investigate key parts of religion and answers posed questions.</p> <p><u>Lesson 3 (PM)-</u> Mindfulness workshop, activities and art based on where we belong and our image of a perfect world based on the book- Window by Jeannie Baker</p> <p>C3. Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.</p>	
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			QR- Beginning of Buddhism.	
Hinduism	N/A	N/A		<p><u>Summer 2</u> How do our actions reflect the world we live in?</p> <p><u>Lesson 1- Beliefs, practises and place of worship.</u></p> <p>A1. Describe, explain and know the key events in beliefs (stories) and practices (ceremonies).</p> <p>Previous learning: Y5 Buddhism and how these religions are closely linked. Y3/Y4 beliefs and places of worship in other religions.</p> <p>GR- Hindu creation story</p> <p><u>Lesson 2- Beliefs of Karma</u></p> <p>Hindu belief of Karma and examples in society.</p> <p>Hinduism stresses how sacred nature is. Your task is to research an area of conservation then</p>

				<p>create a ppt to show how we can protect this part of nature or the planet.</p> <p>C2. Enquire into what enables communities to live together respectfully. Impacts and links to own role in society.</p> <p>Previous learning: Y4 Safe place, Y5 Prayers, Eightfold path and getting your own back.</p> <p><u>Lesson 3 (PM)- Prayer</u> Research and design hand paintings.</p> <p>C3. Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.</p>
Application lessons.	N/A	<p><u>Summer 1</u> Where can we feel safe and where do we belong?</p> <p><u>Lesson 1- Community comparison on key aspects of religion</u></p>	<p><u>Summer 2</u> Is it ok to get your own back?</p>	<p><u>Summer 1</u> How can one person change the world we live in?</p> <p><u>Lesson 1- The importance of charities</u> Christian aid, Islamic relief and save the children, etc.</p>

		<p>Link to the number of people of religions in the local area and then that of the world. Religion, building, details, who goes there in our class- fact share.</p> <p>Recap last lesson – religions/ religious places in the local area. Main teachings and expectations from religious leaders or stories.</p> <p>B3. In your own thoughts, evaluate. (Positives and negatives) parts of religion and how this effects the world we live in (Community life).</p> <p><u>Lesson 2- How does this impact the local community?</u></p> <p>Local charity/ event/ celebration.</p>		<p>C2. Enquire into what enables different communities</p> <p>Previous learning: Leaders and their actions, beliefs and practises.</p> <p><u>Lesson 2- How do charities impact people and their communities.</u> Current affairs- Christian aid</p> <p>C3. Beliefs, community impact on own lives and others.</p> <p>Previous learning: Y4 Harvest festival, what world do we want to live in, etc.</p> <p><u>Lesson 3 (PM) Symbolism</u></p> <p>Previous learning: Symbols and meanings across the year groups.</p> <p>Create own charity Art- Logo design</p> <p>C2/C3 continued</p>
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		<p>Link to harvest festival-own experience.</p> <p>B3. In your own thoughts, evaluate. (Positives and negatives) parts of religion and how this effects the world we live in (Community life).</p> <p>GR- Nonfiction Golden temple</p> <p><u>Lesson 3 (PM)- Safe space</u> LB outdoor learning- Design own safe space and den build with LB.</p> <p>A3. Appreciate and evaluate the significance (importance) and impact (effect) of different ways of life and different ways of people (practising) expressing their faith.</p>		
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