

Year group: 4	Subject Area: Religious Education	Unit 1 – Autumn 1: What is the trinity and why is it important to Christians?	Subject Leader: C Tose
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Prior linked knowledge (Y1: What does it mean to belong to a faith community?)	Learning Outcomes	Future linked knowledge (Y5: What does it mean if Christians believe God is holy and loving?)
<p>Making sense of belief</p> <ul style="list-style-type: none"> Retell the story of creation from Genesis 1:1 - 2:3 simply Recognise that ‘Creation’ is the beginning of the big story of the bible Say what the story tells Christians about God, Creation and the world Give at least one example of what Christians do to say thank you to God for Creation <p>Understanding the impact</p> <ul style="list-style-type: none"> Think, talk and ask questions about living in an amazing world <p>Make Connections</p> <ul style="list-style-type: none"> Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in. 	<p>Making sense of belief</p> <ul style="list-style-type: none"> Recognise what a ‘Gospel’ is and give an example of the kinds of stories it contains Offer suggestions about what texts about baptism and Trinity mean Give examples of what these texts mean to some Christians today <p>Understanding the impact</p> <ul style="list-style-type: none"> Describe how Christians show their beliefs about God the Trinity in worship in different ways and in the way they live <p>Make Connections</p> <ul style="list-style-type: none"> Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify some different types of biblical texts, using technical terms accurately. Explain connections between biblical texts and Christian ideas of God, using theological terms <p>Understand the impact:</p> <ul style="list-style-type: none"> Make clear connections between Bible texts studied and what Christians believe about God Show how Christians put their beliefs into practice in worship <p>Make connections:</p> <ul style="list-style-type: none"> Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own
Notes	Cross-curricular links	Possible hooks/enrichment activities
	Art- Trinity artwork- stained glass window	Watch a Baptism video

What is the trinity and why is it important to Christians?

Lesson 1 <i>Was Jesus Baptised?</i> Look at the Baptism of Jesus from Gospels Matthew Chapter 3. Think about what the word <i>Gospel</i> means.	Lesson 2 <i>What is the trinity?</i> Match words linked to the Trinity to artwork and symbols (Resource 1)	Lesson 3 <i>How do Christians feel about ‘The Grace’ and why?</i> Discuss how it offers a blessing. When might people say grace?	Lesson 4 <i>How does a Baptism link to the Trinity?</i> Explore the prayer said at Baptisms which include the Trinity.	Lesson 5 <i>How can you see God as three in one?</i> Look at common metaphors for this e.g. ice, water and steam	Lesson 6 End of unit assessment
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Key vocabulary					
Gospels	Father	Father	Father	Father	
Water	Son	Son	Son	Son	
Holy	Holy Spirit	Holy Spirit	Holy Spirit	Holy Spirit	
Matthew		Blessed	Blessed		
Life story		Fellowship	Fellowship		
Biography		Amen	Amen		
			Baptism		

Key skills throughout unit
<ul style="list-style-type: none"> • Investigating: Asking relevant questions, use a widening range of sources to pursue answers • Reflecting: Reflecting on religious beliefs and practises, reflecting upon experiences • Expressing: Articulate their own reactions and ideas about religious questions and practices, clarify and analyse with growing confidence aspects of religion which they find valuable or interesting. • Interpreting: Drawing meaning from artefacts, say what an object means or explain a symbol • Empathising: Consider the thoughts, feelings, experiences, attitudes, beliefs, and values of other, seeing the world through the eyes of others, and to see issues from their point of view, deepening understanding of beliefs and practices. • Applying: Identifying key religious values • Analysing: See what kinds of reasons are given to explain religious aspects of life • Synthesising: Notice similarities between stories and practices from other religions, use general words to describe a range of religious practice and teaching

Year group: 4	Unit: 2 – Autumn 2: What do Hindus believe God is like?	Subject Leader: C Tose
Learning Outcomes	Future linked knowledge (Year 6)	
<ul style="list-style-type: none"> • Identify some Hindu deities and say how they help Hindus describe God • Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God • Offer informed suggestions about what Hindu murtis express about God • Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a Home Shrine; celebrating Diwali) • Identify some different ways in which Hindus worship • Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today • Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas 	<ul style="list-style-type: none"> • Identify and explain Hindu beliefs, e.g. <i>dharma</i>, <i>karma</i>, <i>samsara</i>, <i>moksha</i>, using technical terms accurately • Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about <i>samsara</i>, <i>moksha</i>, etc. • Make clear connections between Hindu beliefs about <i>dharma</i>, <i>karma</i>, <i>samsara</i> and <i>moksha</i> and ways in which Hindus live • Connect the four Hindu aims of life and the four stages of life with beliefs about <i>dharma</i>, <i>karma</i>, <i>moksha</i>, etc. • Give evidence and examples to show how Hindus put their beliefs into practice in different ways • Make connections between Hindu beliefs studied (e.g. <i>karma</i> and <i>dharma</i>), and explain how and why they are important to Hindus 	

		<ul style="list-style-type: none"> Reflect on and articulate what impact belief in <i>karma</i> and <i>dharma</i> might have on individuals and the world, recognising different points of view. 			
Notes	Cross-curricular links	Possible hooks/enrichment activities			
Artefacts are needed for most lessons	Art: Exploring artwork	Visit to a Hindu temple OR Hindu visitor Investigating using artefacts			
What do Hindus believe God is like?					
Lesson Sequence					
Lesson 1 What do Hindu symbols and stories show about belief in Brahman?	Lesson 2 How many gods are there in popular Hinduism? What can we find out about Hindu ideas about Brahman from looking at images of deities?	Lesson 3 What does the Trimurti represent? Is the cycle of create/preserve/destroy important?	Lesson 4 What do Hindu deities show about Brahman?	Lesson 5 What can we find out about Hindu worship in the home? Explore and investigate artefacts	Lesson 6 How does the Diwali story link to a Hindu deity?
Key vocabulary					
Brahma Powerful Creator Loving Aum/om Spirit Sacred Svetaketu Ganesh Krishna	Gods Godesses Brahma Lakshmi Parwati Saraswati Shiva Vishnu Deity	Trimurti Cycles Nature Life Death Rebirth Murti Shiva Nataraja- Lord of the Dance	Gods Godesses Brahma Lakshmi Parwati Saraswati Shiva Vishnu Deity	Puja tray Bell Flowers Water Murti Deity Sweets/sugar/spoon Diva lamp Wax/ghee Worship Aum	Festival of Light Ravana Rama Sita Krishna Vishnu Trimurti Ten avatars
Key skills throughout unit					
<ul style="list-style-type: none"> Investigating: Asking relevant questions, use a widening range of sources to pursue answers Reflecting: Reflecting on religious beliefs and practises, Expressing: Explaining rituals, ceremonies and practises, explain what words and actions might mean to believers, articulate their own reactions and ideas about religious questions and practices, clarify and analyse with growing confidence aspects of religion which they find valuable or interesting. Interpreting: Drawing meaning from artefacts, say what an object means or explain a symbol Empathising: Consider the thoughts, feelings, experiences, attitudes, beliefs, and values of other, seeing the world through the eyes of others, and to see issues from their point of view, deepening understanding of beliefs and practices. Applying: See links and make simple connections between aspects of religion, apply learning from one religious context to new contexts with growing awareness and clarity. Analysing: See what kinds of reasons are given to explain religious aspects of life Synthesising: Notice similarities between stories and practices from other religions, use general words to describe a range of religious practice and teaching 					

Year group: 4	Subject Area: Religious Education	Unit 3 – Spring 1: What does it mean to be Hindu in Britain today?	Subject Leader: C Tose
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Prior linked knowledge Y4 What do Hindus believe God is like?	Learning Outcomes	Future linked knowledge Y6 Why do Hindus want to be good?
<ul style="list-style-type: none"> Identify some Hindu deities and say how they help Hindus describe God Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God Offer informed suggestions about what Hindu murtis express about God Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a Home Shrine; celebrating Diwali) Identify some different ways in which Hindus worship Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today Make links between the Hindu idea of everyone having a ‘spark’ of God in them and ideas about the value of people in the world today, giving good reasons for their ideas 	<p>Making sense of belief</p> <ul style="list-style-type: none"> Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean Make links between Hindu practices and the idea that Hinduism is a whole ‘way of life’ (dharma) <p>Understand the impact</p> <ul style="list-style-type: none"> Describe how Hindus show their faith within their families in Britain today (e.g. home puja) Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali) Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India) <p>Make connections</p> <ul style="list-style-type: none"> Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas. 	<ul style="list-style-type: none"> Identify and explain Hindu beliefs, e.g. <i>dharma</i>, <i>karma</i>, <i>samsara</i>, <i>moksha</i>, using technical terms accurately Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about <i>samsara</i>, <i>moksha</i>, etc. Make clear connections between Hindu beliefs about <i>dharma</i>, <i>karma</i>, <i>samsara</i> and <i>moksha</i> and ways in which Hindus live Connect the four Hindu aims of life and the four stages of life with beliefs about <i>dharma</i>, <i>karma</i>, <i>moksha</i>, etc. Give evidence and examples to show how Hindus put their beliefs into practice in different ways Make connections between Hindu beliefs studied (e.g. <i>karma</i> and <i>dharma</i>), and explain how and why they are important to Hindus Reflect on and articulate what impact belief in <i>karma</i> and <i>dharma</i> might have on individuals and the world, recognising different points of view.

Notes	Cross-curricular links	Possible hooks/enrichment activities
Recall prior knowledge of Hinduism which was studied in Spring 1	Geography: Demographics of Hindus in Britain today Art: Diwali Rangoli patterns	Mock celebration of Diwali

What does it mean to be Hindu in Britain today?

Lesson Sequence				
<p>Lesson 1 <i>How do Hindus show their faith at home?</i> Watch the video BBC Two - My Life, My Religion, Hinduism, Introducing Simran and Vraj Think about how faith is shown</p>	<p>Lesson 2 <i>What are some Hindu beliefs shown at home?</i> Using the video from last lesson, explore Hindu worship at home.</p>	<p>Lesson 3 <i>How do Hindus show their faith in the community?</i> Watch the video Worship in a Hindu temple - 3rd level Religious and moral education - BBC Bitesize</p>	<p>Lesson 4+5 <i>How do Hindus celebrate Diwali today?</i> Spread over 2 lessons Read the story, explore how the story of Diwali can help Hindus and what matters</p>	<p>Lesson 6 <i>What is it like to be Hindu in Britain today?</i> Where are Hindu’s in Britain? Why did they decide to settle in Britain? Explore Hinduism in Britain</p>

at home for Simran and Vraj		Explore the Hindu Temple/Mandir	<i>most during Diwali</i>	
Key vocabulary				
Introduce the words ' dharma – Hindus whole way of life, and ' Sanatan dharma – 'Eternal way'.	Introduce the words ' dharma – Hindus whole way of life, and ' Sanatan dharma – 'Eternal way'. Bell: To wake the deity up for worship – to announce the presence of the worshipper Flowers: Represents the beauty and fragrance of the created world Divya lamp: For aarti (Aarti- symbolises that worship removes darkness) Water in a pot: Represents life Spoon: Used to give water to worshippers after it has been blessed Murti: an image, usually representing a deity, and used Puja: Hindu worship	Temple Mandir Charity Food bank	Diwali Rama Sita Hanuman Lakshmi Light Darkness Overcome	Population Diversity India Pakistan Census
Key skills throughout unit				
<ul style="list-style-type: none"> • Investigating: Asking relevant questions, use a widening range of sources to pursue answers • Reflecting: Reflecting on religious beliefs and practises, • Expressing: Explaining rituals, ceremonies and practises, explain what words and actions might mean to believers, articulate their own reactions and ideas about religious questions and practices, clarify and analyse with growing confidence aspects of religion which they find valuable or interesting. • Interpreting: Drawing meaning from artefacts, say what an object means or explain a symbol • Empathising: Consider the thoughts, feelings, experiences, attitudes, beliefs, and values of other, seeing the world through the eyes of others, and to see issues from their point of view, deepening understanding of beliefs and practices. • Applying: See links & make simple connections between aspects of religion, apply learning from one religious context to new contexts with growing awareness and clarity. • Analysing: See what kinds of reasons are given to explain religious aspects of life • Synthesising: Notice similarities between stories and practices from other religions, use general words to describe a range of religious practice and teaching 				

Prior linked knowledge (Y2)	Learning Outcomes	Future linked knowledge (Y6)
<p>Make sense of belief</p> <ul style="list-style-type: none"> Recognise that Incarnation and Salvation are part of a ‘big story’ of the Bible. Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation. <p>Understand the impact</p> <ul style="list-style-type: none"> Give at least three examples of how Christians show their beliefs about Jesus’ death and resurrection in church worship at Easter. <p>Make connections</p> <ul style="list-style-type: none"> Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas 	<p>Make sense of belief</p> <ul style="list-style-type: none"> Recognise the word ‘Salvation’ and that Christians believe Jesus came to ‘save’ or ‘rescue’ people. Offer informed suggestions about what the events of Holy Week means to Christians. Give examples of what Christians say about the importance of the events of Holy Week. <p>Understand the impact</p> <ul style="list-style-type: none"> Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities. Describe how Christians show their beliefs about Jesus in worship in different ways. <p>Make connections</p> <ul style="list-style-type: none"> Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died ‘Good Friday’; giving good reasons for their suggestions. 	<p>Make sense of belief</p> <ul style="list-style-type: none"> Outline the ‘big story’ of the Bible, explaining how salvation and incarnation fit within it Explain what Christians mean when they say that Jesus’ death was a sacrifice <p>Understand the impact</p> <ul style="list-style-type: none"> Make clear connections between the Christian belief in Jesus’ death as a sacrifice and how Christians celebrate Holy Communion/Lord’s Supper Show how Christians put their beliefs into practice in different ways <p>Make connections</p> <ul style="list-style-type: none"> Weigh up the value and impact of ideas of sacrifice in their own lives and the world today Articulate their own responses to the idea of sacrifice, recognising different points of view
Notes	Cross-curricular links	Possible hooks/enrichment activities
	Geography: Look at Easter services in our local area – St Aidan’s Church, Tunstall Hill egg roll.	Visit a Church for an Easter service or talk to a priest/reverend Write a diary entry as Mary

What can we learn about Good Friday?

Lesson Sequence				
<p>Lesson 1 <i>What can we remember about Holy Week?</i></p> <p>Recap events that happened Palm Sunday, Good Friday, Easter Sunday.</p>	<p>Lesson 2 <i>How did Mary feel after the events of Holy Week?</i></p> <p>Write a diary entry as Mary, mother of Jesus on Good Friday. How was she feeling? Would she call the day Good Friday?</p>	<p>Lesson 3 <i>What do different Churches do for Palm Sunday, Good Friday and Easter Sunday?</i></p> <p>Look at types of service, music, readings, actions, rituals, colour and decorations.</p>	<p>Lesson 4 <i>What does Salvation mean and how does it link to Holy Week?</i></p> <p>Jesus showed them how to live a life that pleases God</p>	<p>Lesson 5 <i>Why do stories about Easter still provoke emotion in Christians today?</i></p>

Key vocabulary				
Salvation Palm Death Rose Resurrection	Sadness Bitterness Salvation Holy	Service Music Readings Bible Stories Rituals Colour	Salvation Save Rescue Belief Wrong path	Sadness Hope Joy
Key skills throughout unit				
<ul style="list-style-type: none"> Investigating: Asking relevant questions, use a widening range of sources to pursue answers Reflecting: Reflecting on religious beliefs and practises, Expressing: Explaining rituals, ceremonies and practises, explain what words and actions might mean to believers, articulate their own reactions and ideas about religious questions and practices, clarify and analyse with growing confidence aspects of religion which they find valuable or interesting. Interpreting: Drawing meaning from artefacts, say what an object means or explain a symbol Empathising: Consider the thoughts, feelings, experiences, attitudes, beliefs, and values of other, seeing the world through the eyes of others, and to see issues from their point of view, deepening understanding of beliefs and practices. Applying: See links and make simple connections between aspects of religion, apply learning from one religious context to new contexts with growing awareness and clarity. Making the association between religions and individual community, national and international life Analysing: See what kinds of reasons are given to explain religious aspects of life, recognising distinctiveness of religious ways of life Synthesising: Notice similarities between stories and practices from other religions, use general words to describe a range of religious practice and teaching, linking significant features of religion together in a coherent pattern 				

Year group: 4	Subject Area: Religious Education	Unit 5 – Summer 1: For Christians, what was the impact of Pentecost?	Subject Leader: C Tose
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Prior linked knowledge	Learning Outcomes	Future linked knowledge (Y6 – What kind of King was Jesus?)
<p>Make sense of belief</p> <ul style="list-style-type: none"> Recognise the word ‘Salvation’ and that Christians believe Jesus came to ‘save’ or ‘rescue’ people. Offer informed suggestions about what the events of Holy Week means to Christians. Give examples of what Christians say about the importance of the events of 	<p>Make sense of belief</p> <ul style="list-style-type: none"> Make clear links between the story of Pentecost and Christian beliefs about the Kingdom of God on Earth Offer informed suggestions about what the events of Pentecost in Acts 2 might mean Give examples of what Pentecost means to some Christians now <p>Understand the impact</p>	<p>Make sense of belief</p> <ul style="list-style-type: none"> Explain connections between biblical texts and the concept of the kingdom of God Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations <p>Understand the impact</p> <ul style="list-style-type: none"> Make clear connections between belief in the kingdom

<p>Holy Week.</p> <p>Understand the impact</p> <ul style="list-style-type: none"> • Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities. • Describe how Christians show their beliefs about Jesus in worship in different ways. <p>Make connections</p> <ul style="list-style-type: none"> • Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday'; giving good reasons for their suggestions. 	<ul style="list-style-type: none"> • Make simple links between the description of Pentecost in Act 2, the Holy Spirit, the kingdom of God and how Christians live now • Describe how Christians show their belief about the Holy Spirit in worship <p>Make connections</p> <ul style="list-style-type: none"> • Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas 	<p>of God and how Christians put their beliefs into practise</p> <ul style="list-style-type: none"> • Show how Christians put their belief into practise in different ways <p>Make connections</p> <ul style="list-style-type: none"> • Relate the Christian 'kingdom of God' model to issues, problems and opportunities in the world today • Articulate their own responses to the idea of the importance of love and service in the world today 			
<p>Notes</p>	<p>Cross-curricular links</p>	<p>Possible hooks/enrichment activities</p>			
<p>Pentecost is the Churches birthday</p>	<p>Art- Holy Spirit artwork Guided Reading- Analysing the Lord's Prayer</p>				
<p style="text-align: center;">For Christians, what was the impact of Pentecost?</p>					
<p>Lesson Sequence</p>					
<p>Lesson 1 <i>What is the story of the Pentecost?</i> What do the events in the Pentecost story mean?</p>	<p>Lesson 2 <i>What is the Christian belief of 'Kingdom of God' on earth?</i> A Kingdom where God rules in people's lives</p>	<p>Lesson 3 <i>What is the Holy Spirit who was sent to empower the disciples?</i></p>	<p>Lesson 4 <i>What does the Pentecost mean to Christians now?</i></p>	<p>Lesson 5 <i>What do Christians believe the Kingdom of God should look like?</i> Use the Lord's Prayer to see what clues it gives Christians</p>	<p>Lesson 6 <i>What do Churches do to celebrate its birthday? (Pentecost)</i></p>
<p>Key vocabulary</p>					
<p>New life Kingdom Raised Resurrection Rule Holy Spirit Disciples</p>	<p>Kingdom</p>	<p>Holy Spirit Empowerment Power</p>		<p>Heaven Forgiveness Temptation Deliver Kingdom Earth</p>	<p>Pentecost Celebration Prayer</p>

Key skills throughout unit
<ul style="list-style-type: none"> • Investigating: Asking relevant questions, use a widening range of sources to pursue answers • Reflecting: Reflecting on religious beliefs and practises, • Expressing: Explaining rituals, ceremonies and practises, explain what words and actions might mean to believers, articulate their own reactions and ideas about religious questions and practices, clarify and analyse with growing confidence aspects of religion which they find valuable or interesting. • Interpreting: Drawing meaning from artefacts, say what an object means or explain a symbol • Empathising: Consider the thoughts, feelings, experiences, attitudes, beliefs, and values of other, seeing the world through the eyes of others, and to see issues from their point of view, deepening understanding of beliefs and practices. • Applying: See links and make simple connections between aspects of religion, apply learning from one religious context to new contexts with growing awareness and clarity. Making the association between religions and individual community, national and international life • Analysing: See what kinds of reasons are given to explain religious aspects of life, recognising distinctiveness of religious ways of life • Synthesising: Notice similarities between stories and practices from other religions, use general words to describe a range of religious practice and teaching, linking significant features of religion together in a coherent pattern

Year group: 4	Subject Area: Religious Education	Unit 6 – Summer 2: How and why do people mark the significant events in life?	Subject Leader: C Tose
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Prior linked knowledge (Y1: What does it mean to belong to a faith community?)	Learning Outcomes
<p>Make sense of beliefs:</p> <ul style="list-style-type: none"> • Recognise that loving others is important in lots of communities • Say simply what Jesus and one other religious leader taught about loving other people <p>Understand the impact:</p> <ul style="list-style-type: none"> • Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean • Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious) <p>Make connections:</p> <ul style="list-style-type: none"> • Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences • Talk about what they think is good about being in a 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> • Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean • Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today <p>Understand the impact:</p> <ul style="list-style-type: none"> • Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean • Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals) • Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism) <p>Make connections:</p> <ul style="list-style-type: none"> • Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones • Make links between ideas of love, commitment and promises in religious and non-religious

community, for people in faith communities and for themselves, giving a good reason for their ideas	ceremonies • Give good reasons why they think ceremonies of commitment are or are not valuable today.	
Notes	Cross-curricular links	Possible hooks/enrichment activities
Thematic unit of work		Re-create some ceremonies Visit to local places of worship
How and why do people mark the significant events in life?		
Lesson Sequence		
Lesson 1 + Lesson 2 <i>What is the significance of Baptism to Christians? What happens and what does it mean?</i> Look at the ceremony itself, what happens, children's own personal experiences, importance of promises etc.	Lesson 3 + Lesson 4 <i>What ceremonies do Hindus mark in the journey of life?</i> Explore the journey of birth to death. Discuss signposts Hindus follow to enable them to become closer to God. Explore reincarnation	Lesson 5 and Lesson 6: <i>Why do people choose to get married? What do wedding ceremonies show us about commitment, love and promises?</i> Look at religious ideas about marriage in the Christian, Jewish and Hindu faith. Explore the fact that there is an alternative to a place of worship for getting married for non-religious people.
Key vocabulary		
Baptism Confirmation Ceremony Fulfilment Promise Declaration Faith Sin Cleansing	Holy Scriptures (The Vedas) Dharma Reincarnation Transmigration of the soul Moksha	Christian: Vow Promise Commitment Love Faithful Ceremony Order of service Interlocking Jewish: Ketubah Contract Hindu: Seven steps Sacred fire

Key skills throughout unit
<ul style="list-style-type: none"> • Investigating: Asking relevant questions, use a widening range of sources to pursue answers • Reflecting: Reflecting on religious beliefs and practises, • Expressing: Explaining rituals, ceremonies and practises, explain what words and actions might mean to believers, articulate their own reactions and ideas about religious questions and practices, clarify and analyse with growing confidence aspects of religion which they find valuable or interesting. • Interpreting: Drawing meaning from artefacts, say what an object means or explain a symbol • Empathising: Consider the thoughts, feelings, experiences, attitudes, beliefs, and values of other, seeing the world through the eyes of others, and to see issues from their point of view, deepening understanding of beliefs and practices. • Applying: See links and make simple connections between aspects of religion, apply learning from one religious context to new contexts with growing awareness and clarity. • Analysing: See what kinds of reasons are given to explain religious aspects of life • Synthesising: Notice similarities between stories and practices from other religions, use general words to describe a range of religious practice and teaching

Yr group: 5	Subject Area: Religious Education	Unit 1 – Autumn 1: What does it mean for Christians to believe that God is holy & loving?	Subject Ldr: C Tose
Prior linked knowledge (Y3 – What is the trinity?)	Learning Outcomes	Future linked knowledge	
<p>Making sense of belief</p> <ul style="list-style-type: none"> • Recognise what a ‘Gospel’ is and give an example of the kinds of stories it contains • Offer suggestions about what texts about baptism and Trinity mean • Give examples of what these texts mean to some Christians today <p>Understanding the impact</p> <ul style="list-style-type: none"> • Describe how Christians show their beliefs about God the Trinity in worship in different ways and in the way they live <p>Make Connections</p> <ul style="list-style-type: none"> • Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> • Identify some different types of biblical texts, using technical terms accurately. • Explain connections between biblical texts and Christian ideas of God, using theological terms <p>Understand the impact:</p> <ul style="list-style-type: none"> • Make clear connections between Bible texts studied and what Christians believe about God • Show how Christians put their beliefs into practice in worship <p>Make connections:</p> <ul style="list-style-type: none"> • Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own 		
Notes	Cross-curricular links	Possible hooks/enrichment activities	
	DT: Create a cross section of a Cathedral	Looking at images of a Cathedral - Durham Cathedral	

What does it mean for Christians to believe that God is holy and loving?

Lesson Sequence

<p>Lesson 1 <i>What is a divine being/God?</i> Describe a 'divine being' – what would this God be like?</p>	<p>Lesson 2 <i>What does Psalm 103 and Isaiah 6:1-5 tell us about God?</i> Explore which parts of the texts talk about God being holy and which about God being loving. Examine the differences between these ideas</p>	<p>Lesson 3 <i>How do different parts of a Cathedral express idea about God as Holy and Loving?</i></p>	<p>Lesson 4 <i>Why is it important for Christians that the God they believe in is holy AND loving?</i></p>	<p>Lesson 5 <i>How do Christians put their beliefs and practice into worship?</i> Explore and listen to some Christian worship songs.</p>
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Key vocabulary

<p>Divine God Holy</p>	<p>Holy Loving Psalm Text Source</p>	<p>Holy Loving Cathedral</p>	<p>Holy Loving</p>	<p>Worship Sing God</p>
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Key skills throughout unit

- Investigating: Use a widening range of source to pursue answers, focus on selecting and understanding relevant sources to deal with religious and spiritual questions with increasing insight and sensitivity.
- Reflecting: Reflecting on religious beliefs and practises, reflect upon feelings, relationships and experiences, thinking and speaking carefully about religious and spiritual topics.
- Expressing: Explaining rituals, ceremonies and practises, explain what words and actions might mean to believers, articulate their own reactions and ideas about religious questions and practices, clarify and analyse with growing confidence aspects of religion which they find valuable or interesting.
- Interpreting: Drawing meaning from artefacts, say what an object means or explain a symbol, suggesting meanings of religious texts.
- Empathising: Consider the thoughts, feelings, experiences, attitudes, beliefs, and values of other, seeing the world through the eyes of others, and to see issues from their point of view, deepening understanding of beliefs and practices.
- Applying: See links and make simple connections between aspects of religion, apply learning from one religious context to new contexts with growing awareness and clarity, make increasingly subtle and complex links between religious material and their own ideas
- Analysing: See what kinds of reasons are given to explain religious aspects of life, distinguish between opinion, belief and fact, distinguish between the features of different religions and recognise similarities and distinctiveness of religious ways of life.
- Synthesising: Notice similarities between stories and practices from other religions, use general words to describe a range of religious practice and teaching
- Evaluating: Describe how religious people show the importance of symbols, key figures, text or stories, debating issues of religious significance with reference to experience, evidence and argument, draw conclusions which are balanced, and related to evidence, dialogue and experience

Year group: 5	Subject Area: Religious Education	Unit 2 – Autumn 2: What does it mean to be Muslim in Britain today?	Subject Leader: C Tose
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Prior Knowledge (Year 3)		Learning Outcomes			
<p>Make sense of belief</p> <ul style="list-style-type: none"> Identify some beliefs about God in Islam, expressed in Surah 1. Make clear links between beliefs about God and ibadah (e.g. how God is worth worshipping; how Muslims submit to God) <p>Understand the impact</p> <ul style="list-style-type: none"> Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve. Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque) <p>Make connections</p> <ul style="list-style-type: none"> Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims. Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas. 		<p>Make sense of belief</p> <ul style="list-style-type: none"> Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur’an (e.g. Tawhid; Muhammad as the Messenger, Qur’an as the message) Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur’an guidance on Five Pillars; Hajj practices follow example of the Prophet) <p>Understand the impact</p> <ul style="list-style-type: none"> Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art) Give evidence and examples to show how Muslims put their beliefs into practice in different ways <p>Make connections</p> <ul style="list-style-type: none"> Make connections between Muslim beliefs studied and Muslim ways of living in Britain/your region today Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views. 			
Notes	Cross-curricular links	Possible hooks/enrichment activities			
With the new curriculum, children didn’t complete last unit on Muslims in Y2/3 so first lesson will be an introduction lesson to Islam and Muslims	Geography: Locating popular Muslim pilgrimages on a world map, looking at Census information for our local area and region	Watch videos of festival Eid Have a Muslim parent or child in school tell the chn about Eid Explore the Qur’an			
What does it mean to be a Muslim in Britain today?					
Lesson Sequence					
<p>Lesson 1</p> <p>What is a Muslim? Who are the Muslims in our region?</p> <p>Introduction lesson. Introduce key concepts such as <i>ibadah</i>, <i>Tawhid</i>,</p>	<p>Lesson 2</p> <p>What helps Muslims through the journey of life?</p> <p>Introduce the 5 Pillars of Islam as expressions of Ibadah.</p>	<p>Lesson 3</p> <p>What is the Festival Eid-UI-Adha?</p> <p>This is celebrated at the end of Hajj. Discuss how it is celebrated to recall</p>	<p>Lesson 4</p> <p>Why do Muslims want to go on pilgrimage?</p> <p>Look at Mecca and the cave at Hira where the Prophet Muhammad received the Qur’an.</p>	<p>Lesson 5</p> <p>What is the significance of the Holy Qur’an for Muslims?</p> <p>Final revealed word of God. Discuss how it was</p>	<p>Lesson 6</p> <p>What does it mean to be a Muslim in Britain today?</p> <p>Recap the five pillars.</p>

<i>imam</i> Set the context of using 2011 census of how many Muslims in our area and region.		Ibrahim's faith being tested when he asked to sacrifice Ismail.		revealed to the Prophet Muhammad by the Angel Jibril.	
Key vocabulary					
Muslim Region Mosque Sunnī Shī'a Prophet Muhammad	Pillars Islam Shahadah Salah Sawm Zakat Hajj Worship Belief	Hajj Eid- Ul-Adha	Mecca/Makkah Cave of Hira Muhammad Qur'an Kab'ah Hajj Ihram clothes equality	Qur'an Angel Jibril	Muslim Region Mosque Sunnī Shī'a Prophet Muhammad
Key skills throughout unit					
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