



Religious Education

INTENT, IMPLEMENTATION, IMPACT

East Sheen Primary School	Intent	Implementation	Impact
<p>Reception</p> <p>AUT 1 Theme: Special People Key Question: What makes people special? Religions: Christianity, Judaism</p>	<p>Pupils will learn:</p> <p>About their own culture and beliefs and those of others so that they begin to ask and explore questions relating to these aspects of their lives</p>	<p>Key activities in the unit of work are:</p> <ul style="list-style-type: none"> -Looking at artefacts -Watching videos of different religions -Circle times- what makes families special? -Reading stories 	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <p>I can say what makes families and individuals special.</p> <p>I can express who my role model is.</p> <p>I can say why Jesus and Moses are special.</p> <p>Key Vocabulary: Jesus God Moses 10 commandments</p>
<p>Reception</p> <p>AUT 2 Theme: Christmas Diwali Key Question: What is Christmas? Religion: Christianity</p>	<p>Pupils will learn:</p> <p>To explore and commemorate Christmas as Christian celebration and learn to work together, ask and respond to questions about Christmas and why it is significant, as well as share their own experiences and feelings with one another.</p>	<p>Key activities in the unit of work are:</p> <ul style="list-style-type: none"> -Listening to the Christmas story -Role play and re telling of the birth of Jesus -Watching videos and children to share their own experiences of Diwali 	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <p>I can say why we give presents.</p> <p>I can say who the shepherds and wise men were and why they were important to the Christmas story.</p> <p>I remember the Christmas story.</p> <p>Key Vocabulary: Christmas</p>

			Mary Joseph Jesus Angel
<p>Reception</p> <p>SPR 1 Theme: Celebrations Key Question: How do people celebrate? Religion: Hinduism</p>	<p>Pupils will learn:</p> <p>To explore how different religions and belief systems mark significant dates and events. They should begin to understand and identify key features associated with celebrations and commemorations within different religions and belief systems.</p>	<p>Key activities in the unit of work are:</p> <ul style="list-style-type: none"> -Looking at artefacts -Watching videos of different religions -Talking about different religions and celebrations 	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <p>I can say what New Year is.</p> <p>I can say how Chinese New Year and Persian New Year are celebrated.</p> <p>I can say what Holi is and why Hindu's celebrate it.</p> <p>Key Vocabulary: Chinese New Year Holi</p>
<p>Reception</p> <p>SPR 2 Theme: Easter Key Question: What is Easter? Religion: Christianity</p>	<p>Pupils will learn:</p> <p>To explore and commemorate Easter as Christian celebration and learn to work together, ask and respond to questions about Easter and why it is significant, as well as share their own experiences and feelings with one another.</p> <p>Pupils will also begin to appreciate and value nature, growth, and new life through looking after and caring about animals, plants and trees and water.</p>	<p>Key activities in the unit of work are:</p> <ul style="list-style-type: none"> -Looking at artefacts -Watching videos -Reading and re telling the Easter story -Acting out the Easter story -Make Easter pictures 	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <p>I can say what happens in Spring and talk about how nature changes.</p> <p>I can remember the Easter story.</p> <p>I can recall the symbols we see at Easter.</p> <p>Key Vocabulary: Spring Easter Palm Sunday</p>
<p>Reception</p> <p>SUM 1 Theme: Story Time</p>	<p>Pupils will learn:</p> <p>To explore questions about right and wrong, fairness and justice so that they can begin to understand the concept of boundaries. This may</p>	<p>Key activities in the unit of work are:</p> <ul style="list-style-type: none"> -Looking at artefacts -Watching videos of different religions -Listening to each other's experiences - 	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <p>I know how to respect and care for my friends.</p>

<p>Key Question: What can we learn from stories? Religions: Christianity, Islam, Hinduism, Sikhism</p>	<p>include learning about faith communities and their rules, as well as other ethical codes and practices. Responding to stories about moral issues helps children to learn about cause and effect, as well as the feelings of themselves and others.</p>		<p>I have learnt about boundaries and the consequences of not observing them.</p> <p>I can have a positive attitude to others that follow different rules and customs.</p> <p>I understand about happiness and unhappiness, and of cause and effect.</p> <p>Key Vocabulary: Story Moral</p>
<p>Reception</p> <p>SUM 2 Theme: Special Places Key Question: What makes places special? Religions: Christianity, Islam, Judaism</p>	<p>Pupils will learn:</p> <p>To begin to identify symbols and rituals that are part of everyday life in places of worship or other special places and during certain events.</p>	<p>Key activities in the unit of work are:</p> <ul style="list-style-type: none"> -Looking at artefacts -Watching videos of different religions -Reading stories -Listening and learning about each other's experiences 	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <p>I can say what makes homes special.</p> <p>I can remember some special places around the world.</p> <p>I can say how Churches, Synagogues and Mosques are different and why they are special.</p> <p>Key Vocabulary: Mosque Synagogue Church</p>
<p>Year 1</p> <p>AUT 1 Theme: Creation Story Key Question: Does God want Christians to look after the world?</p>	<p>Pupils will learn:</p> <p>To re-tell the Christian Creation story and to explore how this influences how Christians behave towards nature and the environment.</p>	<p>Key activities in the unit of work are:</p> <ul style="list-style-type: none"> - Scavenger hunt of outdoor area, identifying a range of natural objects. - Creating a flow map of the creation story - Sorting pictures under 'yellow and black hats' with question: are these positive images or negative images. 	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <p>I can say how it felt to make something.</p> <p>I can remember the Christian Creation story and talk about it.</p> <p>I can express an opinion about the Christian belief about creation.</p>

<p>Religion: Christianity</p>		<ul style="list-style-type: none"> - Circle map of what a good steward is - Creating natural mobile about how they feel about the world. 	<p>Key Vocabulary: Bible Old testament Genesis</p>
<p><u>Year 1</u></p> <p>AUT 2 Theme: Christmas Key Question: What gifts might Christians In my town have given Jesus if he had been born here rather than in Bethlehem? Religion: Christianity</p>	<p>Pupils will learn:</p> <p>To reflect on the Christmas story and decide what gifts would be meaningful for Jesus.</p>	<p>Key activities in the unit of work are:</p> <ul style="list-style-type: none"> - Creating a flow map of the Christmas story and retelling Christmas story to a friend. - Acting out the journey and gifts given by the three wise men. - Creating gift tag: for the gift the children would give to Jesus if he was born today. 	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <p>I can talk about a gift that is special to me</p> <p>I can remember some of the Christmas story.</p> <p>I can suggest a gift I would give to Jesus.</p> <p>Key Vocabulary: Wise men Gold Frankincense Myrrh</p>
<p><u>Year 1</u></p> <p>SPR 1 Theme: Jesus as a friend Key Question: Was it always easy for Jesus to show friendship? Religion: Christianity</p>	<p>Pupils will learn:</p> <p>To identify when it is easy and difficult to show friendship and explore when Jesus may have found it difficult.</p>	<p>Key activities in the unit of work are:</p> <ul style="list-style-type: none"> - Role play a story of their own friendship - Create flow map of bible story - Worksheet recording one way Jesus showed friendship- how do the chn use this in their own lives. - Circle map about friendship 	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <p>I can talk about my friends and why I like them.</p> <p>I can remember a story about Jesus showing friendship and talk about it.</p> <p>I can say how Jesus tried to be a good friend.</p> <p>Key Vocabulary: Incarnation Forgiveness</p>

			Acceptance Disciples
<p><u>Year 1</u></p> <p>SPR 2 Theme: Easter - Palm Sunday Key Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Religion: Christianity</p>	<p>Pupils will learn:</p> <p>To know that Jesus is special to Christians and how His welcome on Palm Sunday shows this.</p>	<p>Key activities in the unit of work are:</p> <ul style="list-style-type: none"> - Discussion and writing a list of people who deserve a special welcome. - Colour and decorate a palm leaf with words that might have been used to greet Jesus. - Re-enact Jesus' arrival on Palm Sunday. - Draw, colour and label pictures with how Jesus might be greeted by Christians today. - Order main events of the Easter story using sequencing cards on sugar paper. - Draw a picture of someone the children think is special, labelling with words to show why they are special. 	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <p>I can talk about a person I admire.</p> <p>I can recall parts of the Easter story.</p> <p>I can recognise some symbols in the story.</p> <p>I can start to show understanding that Jesus is special to Christians and say why.</p> <p>Key Vocabulary: Salvation Palm Sunday Disciples</p>
<p><u>Year 1</u></p> <p>SUM 1 Theme: Shabbat Key Question: Is Shabbat important to Jewish children? Religion: Judaism</p>	<p>Pupils will learn:</p> <p>To empathise with Jewish children by understanding what they do during Shabbat and why it is important to them.</p>	<p>Key activities in the unit of work are:</p> <ul style="list-style-type: none"> - Make a timeline of their week to discuss special days - Draw and label what a Shabbat table can look like - Looking through artefacts and discussion. - Visit to Synagogue. - Shabbat worksheet – perspective from a Jewish child. - Children to write their own reflection/ prayer about what they care about and why it is important to them. 	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <p>I can tell you which is my favourite day of the week and talk about food I would like to share in a special meal.</p> <p>I can use the right names for things that are special to Jewish people during Shabbat and explain why.</p> <p>I can start to make a connection between being Jewish and decisions about behaviour.</p> <p>Key Vocabulary: Shabbat Kippah</p>

			Tenakh
<p><u>Year 1</u></p> <p>SUM 2 Theme: Rosh Hashanah and Yom Kippur</p> <p>Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish children?</p> <p>Religion: Judaism</p>	<p>Pupils will learn:</p> <p>To empathise with Jewish children by understanding what Rosh Hashanah and Yom Kippur mean to them.</p>	<p>Key activities in the unit of work are:</p> <ul style="list-style-type: none"> - Label a flag about what you want to achieve in Year 2. - Whole class discussion on what Rosh Hashana is and why new beginnings are important (link to children moving up to Year 2). - Labelling thought bubbles of Jewish people at Rosh Hashana and Yom Kippur – what are they thinking/feeling? - Rank the pictures and explain what might be important to Jewish children at Rosh Hashanah and Yom Kippur, and explain why you have ranked them in this way? - One the other side of the flag the children started in lesson 1, can the children draw the steps they need to take to achieve the goal they drew on the flag? 	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <p>I can say how it feels to say sorry and what I have said sorry for.</p> <p>I can tell you something that either Rosh Hashanah or Yom Kippur is about.</p> <p>I can choose a picture and give my thinking on why this might be important to Jewish children at Rosh Hashanah or Yom Kippur.</p> <p>Key Vocabulary: Rosh Hashanah Yom Kippur Shofar Challah bread</p>
<p><u>Year 2</u></p> <p>AUT 1 Theme: What did Jesus teach?</p> <p>Key Question: Is it possible to be kind to everyone all of the time?</p> <p>Religion: Christianity</p>	<p>Pupils will learn:</p> <p>To re-tell Bible stories that show kindness, and to explore how this makes Christians behave towards other people.</p>	<p>Key activities in the unit of work are:</p> <p>Conscience alley Flow maps to retell The Good Samaritan/The Paralysed Man Role plays to retell parables Circle maps to record personal examples of kindness</p>	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <p>I can tell you when I have been kind to others even when it was difficult.</p> <p>I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness.</p> <p>I can say if I think Christians should be kind and give a reason.</p> <p>Key Vocabulary: Samaritan Levite Pharisee Parables</p>

<p>Year 2</p> <p>AUT 2 Theme: Christmas - Jesus as gift from God</p> <p>Key Question: Why do Christians believe God gave Jesus to the world?</p> <p>Religion: Christianity</p>	<p>Pupils will learn:</p> <p>To reflect on the Christmas story and the reasons for Jesus' birth.</p>	<p>Key activities in the unit of work are:</p> <p>Double bubble map – sort between religious and secular Christmas Flow map to retell the Christmas story Role plays to retell the Christmas story</p>	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <p>I can say how I could help solve a problem by showing love.</p> <p>I can remember the Christmas story and start to explain that Christians believe Jesus was a gift from God.</p> <p>I can tell you why Christians think God gave Jesus to the world.</p> <p>Key Vocabulary: Agape Trinity Incarnation</p>
<p>Year 2</p> <p>SPR 1 Theme: Prayer at home</p> <p>Key question: Does praying at regular intervals help a Muslim in his/her everyday life?</p> <p>Religion: Islam</p>	<p>Pupils will learn:</p> <p>To explain what commitment means to us and to Muslims by knowing about how Muslims pray 5 times a day.</p>	<p>Key activities in the unit of work are:</p> <p>Exploring wider theme of commitment through exercise engagement Reflection on Muslim prayer Designing own goal and commitment – comparison to commitment of Muslims</p>	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <p>I can explain how it felt to have to stop doing something to reach the target we had set.</p> <p>I can use the right words to describe how Muslims pray and begin to explain why they do this.</p> <p>I can start to think through how praying 5 times a day might help in some ways more than others.</p> <p>Key Vocabulary: Allah Qur'an Salah Mosque Makkah</p>

<p><u>Year 2</u></p> <p>SPR 2 Theme: Easter - Resurrection</p> <p>Key Question: How important is it to Christians that Jesus came back to life after His crucifixion?</p> <p>Religion: Christianity</p>	<p>Pupils will learn:</p> <p>To re-tell the Easter story and understand what Jesus' resurrection means for Christians.</p>	<p>Key activities in the unit of work are:</p> <p>Retelling/role play of the Easter story Making Easter cards to show own way of symbolising new life</p>	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <p>I can say what I believe happens to you when you die and tell you how I remember people close to me.</p> <p>I can recall what Christians believe happened on Easter Sunday.</p> <p>I can start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion.</p> <p>Key Vocabulary: Resurrection Salvation Disciples New Testament</p>
<p><u>Year 2</u></p> <p>SUM 1 Theme: Community and belonging</p> <p>Key question: Does going to a Mosque give Muslims a sense of belonging?</p> <p>Religion: Islam</p>	<p>Pupils will learn:</p> <p>To understand why Muslims visit the mosque and to explore whether this gives them a sense of belonging.</p>	<p>Key activities in the unit of work are:</p> <p>Team games to reflect on belonging Draw a place where you belong Potential Mosque visit Design a whole class ceremony to feel sense of belonging</p>	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <p>I can understand how meeting in a certain place could make me feel like I belong.</p> <p>I can explain what happens when Muslims pray alone or at the mosque.</p> <p>I can talk about how Muslims feel a sense of belonging when they are with other Muslims or when they pray on their own and say why this might be.</p> <p>Key Vocabulary: Mosque Ummah</p>

			<p>Qiblah wall Minbar Minaret</p>
<p><u>Year 2</u></p> <p>SUM 2 Theme: Hajj</p> <p>Key question: Does completing Hajj make a person a better Muslim?</p> <p>Religion: Islam</p>	<p>Pupils will learn:</p> <p>To understand what happens during Hajj and to explore the importance of this to Muslims.</p>	<p>Key activities in the unit of work are:</p> <p>Describe a special journey Role-play journey to an important union Write a postcard home to describe being at a special place</p>	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <p>I can tell you about a special journey and why it was special to me.</p> <p>I can remember some of the events that happen during Hajj and start to explain why these are important to Muslims. I can start to think about the significance of Hajj to a Muslim.</p> <p>Key Vocabulary: Makkah Hajj Ihram Qur'an Muhammad</p>
<p><u>Year 3</u></p> <p>AUT Theme: Christmas</p> <p>Key Question: Has Christmas lost its true meaning?</p> <p>Religion: Christianity</p>	<p>Pupils will learn:</p> <p>To find out what the true meaning of Christmas is to Christians and compare this with what Christmas means to us.</p>	<p>Key activities in the unit of work are:</p> <p>What Christmas means to me bubble map and class wordcloud.</p> <p>Story of Christmas flow map and symbol/meaning matching activity.</p> <p>Double bubble map to compare religious and non-religious Christmas symbols.</p> <p>Christmas advert comparison discussion – true meaning of Christmas to Christians.</p> <p>Circle map and written summary - true meaning of Christmas to Christians.</p>	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <p>I can explain what Christmas means to me and talk about whether this involves giving and receiving gifts.</p> <p>I can start to explain the Christian belief that Jesus was God in human form and why God gave him to the world.</p> <p>I can start to tell you what Christmas means to Christians and what it means to me.</p>

		<p>Children describe and draw their gift to make the world a better place.</p>	<p>Key Vocabulary: Shepherds Star Wise men and their gifts Stable</p>
<p><u>Year 3</u></p> <p>SPR Theme: Introduction to Humanism</p> <p>Key Question: How could Humanists lead good lives?</p> <p>Religion: Humanism</p>	<p>Pupils will learn:</p> <p>What Humanists believe is important and how this might affect how they choose to live their lives.</p>	<p>Key activities in the unit of work are:</p> <p>Bubble map – what qualities make human special? Chn think about someone special in their life and draw a bubble map describing those qualities.</p> <p>Choose two of the actions from the thought bubbles and write them in the boxes, and answer the questions: Why did you choose this action? How might this action be a positive thing for Humanists to do? How might this action affect a Humanist's daily life? What is the Humanist Golden Rule? How could Humanists put this into action? What does it meant to show empathy to others? How do you show empathy to others? Write one other thing that Humanists believe is important Do you this is important? Why or why not?</p> <p>Research Key individuals and present back to the class what their achievements are.</p> <p>Children discuss what they think is necessary to be happy and live a good life.</p>	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <p>I can tell you what makes us human</p> <p>I can tell you how I demonstrate my empathy for other people.</p> <p>I can describe some of the things that Humanists believe are important and some of the actions that a Humanist might take to demonstrate empathy.</p> <p>I can start to see similarities between my way of showing empathy and some of the possible actions of Humanists.</p> <p>Key Vocabulary: Secular Philosophy Morality Empathy Humanism Atheist Agnostic Theist</p>

<p><u>Year 3</u></p> <p>SUM Theme: Prayer and Worship</p> <p>Key Question: What is the best way for a Sikh to show commitment to God?</p> <p>Religion: Sikhism</p>	<p>Pupils will learn:</p> <p>To understand the different ways Sikhs show commitment to God and why they think this commitment is so important.</p>	<p>Key activities in the unit of work are:</p> <p>Children complete a bubble map of things they are committed to.</p> <p>Children complete a bridge map to explain the significance of the 5Ks and what they represent.</p> <p>Discuss how Sikhs show commitment to God through their treatment of the Guru Granth Sahib</p> <p>Children to complete a bridge map which names some features of the Gurdwara and explain why they are important</p> <p>Children to describe the main Sikh festivals</p>	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <p>I can start to evaluate the ways I show more or less commitment and can talk about when showing commitment may be difficult for me.</p> <p>I can describe some of the ways Sikhs show commitment to God, using correct language and vocabulary.</p> <p>I can start to evaluate which ways may show more or less commitment to God for Sikhs.</p> <p>Key Vocabulary: Waheguru 5Ks Kesh Kachera Kara Kangha Kirpan The Guru Granth Sahib Granthi Gurdwara Bandi Chhor Divas Vaisakhi</p>
<p><u>Year 4</u></p> <p>AUT Theme: Christmas</p> <p>Concept: Incarnation</p>	<p>Pupils will learn:</p> <p>To understand the symbolism in the Christmas story and think about what the different parts mean to Christians today.</p>	<p>Key activities in the unit of work are:</p> <ul style="list-style-type: none"> - Story and discussion on the important symbols in the Christmas story. Discussion on what the symbols mean. - Labelling Christmas symbols worksheet. 	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <p>I can design a symbolic object to show the significance of Christmas or the Christmas holiday to me.</p> <p>I can describe one thing a Christian might learn about Jesus from a Christmas symbol.</p>

<p>Key Question: What is the most significant part of the nativity story for Christians today?</p> <p>Religion: Christianity</p>		<ul style="list-style-type: none"> - Children to design a Christmas tree decoration which symbolises what Christmas means to Christians. Activity sheet to be completed to consolidate learning. - Children to design their own Christingle, thought to be given to the chosen symbols and why they have been chosen. 	<p>I can ask questions about what Christmas means to Christians and compare this with what it means to me.</p> <p>Key vocabulary: Incarnation Christingle</p>
<p>Year 4</p> <p>SPR</p> <p>Theme: Beliefs and Practices</p> <p>Key Question: How special is the relationship Jews have with God?</p> <p>Religion: Judaism</p>	<p>Pupils will learn:</p> <p>To understand how celebrating Passover and keeping Kashrut (food laws) help Jews show God they value their special relationship with Him.</p>	<p>Key activities in the unit of work are:</p> <ul style="list-style-type: none"> - Making and discussing contracts (with the teacher/class). - Retell the story of the origins of Judaism - Draw or show through drama one of the 10 commandments. - Children match Jewish symbols to the appropriate definitions using activity sheets. - Write down their own affirmations about their relationship with someone special. 	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <p>I can give examples of agreements and contracts and explain how I would feel if one was broken. I can tell you an affirmation/promise I would like to make.</p> <p>I can start to explain what makes Jewish people believe they have a special relationship with God.</p> <p>I can tell you some of the ways Jewish people express their special relationship with God and start to understand how that might feel.</p> <p>Key vocabulary: Synagogue Rabbi</p>
<p>Year 4</p> <p>SUM</p> <p>Theme: Buddha's teachings</p>	<p>Pupils will learn:</p> <p>About the life of the Buddha and exploring how he tried to be happy and stay happy.</p>	<p>Key activities in the unit of work are:</p> <p>Explore what makes us happy eg. Music.</p> <p>Write how you would spend one million pounds, compare answers on post-it</p>	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <p>I can start to show an understanding of why people think it is difficult to be happy all the time.</p>

<p>Key Question: Is it possible for everyone to be happy? Religion: Buddhism</p>		<p>notes, find a way to categorise, rank in diamond nine from important to least important way to spend money. Discuss money, charity and happiness.</p> <p>How Buddhism started. The story of Buddha. Watch 2minute video "What is Buddhism?" Order the sequence cards.</p> <p>Recap story. Act out the story/drama. Complete the worksheet (drawing) in RE books.</p>	<p>I can tell you some of the things Siddhattha did to try to be happy and explain why I think they didn't work for him.</p> <p>I can begin to show an understanding of what being happy means to Buddhists.</p> <p>Key vocabulary: Siddhattha Gautama Buddha Enlightenment Meditate</p>
<p>Year 5</p> <p>AUT Theme: Belief into action Key Question: How far would a Sikh go for his/her religion? Religion: Sikhism</p>	<p>Pupils will learn:</p> <p>To compare the different ways Sikhs put their religion into practice.</p>	<p>Key activities in the unit of work are:</p> <p>Tree map about the core beliefs in Sikhism</p> <p>Watch a video and make notes about the forming of the Khalsa and what Sikhs do to show they are sacrificing life. Class discussion about how the children show there are committed to their hobbies and beliefs</p> <p>Listen to Audio and read newspaper article about how Sikhs put others before themselves. Partner discussion about how we can put others before ourselves</p> <p>Watch clip about the Langar and children to describe how events in the Langar show how Sikhs do to show they are committed to their religion</p> <p>Children to answer 2 questions which summarising their learning about how Sikhs put their religion into practice.</p> <p>Add to circle maps after each lesson in a different colour to show progress and new knowledge.</p>	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <p>I can identify the different levels of commitment I show to different things and explain these priorities.</p> <p>I can make links between how Sikhs practise their religion and the beliefs that underpin this.</p> <p>I can respectfully ask questions about some of the ways Sikhs choose to behave and the levels of commitment they show.</p> <p>Key vocabulary: Harmadir Sahib Langar 5 Ks: 5 physical symbols of joining the Khalsa</p>

<p><u>Year 5</u></p> <p>SPR Theme: Easter Key Question: How significant is it for Christians to believe God intended Jesus to die? Religion: Christianity</p>	<p>Pupils will learn:</p> <p>To question whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.</p>	<p>Key activities in the unit of work are:</p> <p>Circle map everything we have already learned about Christianity.</p> <p>Move on to what we already know about Jesus. Use our thinking maps to recall past knowledge.</p> <p>Discussion about what we have control over in our lives and destiny. Talk about plans and purpose in life and refer to key question.</p> <p>Learn about Palm Sunday using different sources. Why were palm leaves used? Make a palm leaf using their handprints and write the reason why they were used on there.</p> <p>The next event in Holy Week: Jesus cleanses the temple. Using bibles, read the story and discuss. Create a timeline in RE books and show the important events in Holy Week.</p> <p>Read and discuss Luke's Gospel where we move on to learn about Maundy Thursday, Good Friday and the resurrection on Easter Sunday. Complete timelines. Discuss key question.</p> <p>Visit to All Saints Church in East Sheen. Further discussion about why Easter is so important in the Christian calendar.</p> <p>Add to circle maps after each lesson in a different colour to show progress and new knowledge.</p>	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <p>I can give an example of someone with a strong sense of purpose for their life and give my opinions on this.</p> <p>I can start to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.</p> <p>I can start to express my opinion about Jesus' crucifixion being his destiny/purpose.</p> <p>Key vocabulary: Pilate Incarnation Disciples Resurrection Crucifixion Pharisee</p>
<p><u>Year 5</u></p> <p>SUM Theme: Beliefs and moral values Key Question:</p>	<p>Pupils will learn:</p> <p>To understand the impact of certain beliefs on a Hindu's life.</p>	<p>Key activities in the unit of work are:</p> <p>Think about a time when they have done something positive or negative. Discuss consequences. Outline some positive actions that lead to positive consequences and negative ones.</p> <p>Children draw a flow map to consider the consequences that follow the action and</p>	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <p>I can start to express my own views about life after death.</p> <p>I can compare Hindu and Christian beliefs relating to life after death and</p>

<p>Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives? Religion: Hinduism</p>		<p>complete the flow map, showing what the different choices could be. Children make their own giant snakes and ladders game.</p> <p>We will be learning about the Hindu beliefs of Karma, Samsara and Moksha. Explain and discuss the above. Watch two learning clips explaining what Hindus believe about the cycle of life. Complete a flow map to show this.</p> <p>Discussion about what Hindus believe about the cycle of life and incarnation. Compare this idea of Samsara (reincarnation) with that of the Christian belief of life after death in Heaven using a double bubble map. Use the thinking hats to further discuss the spiritual goal of a Hindu. Discuss how Moksha can be attained by renouncing the world and becoming a sadhu and compare this with how Hindus can do this in their daily lives. Use circle maps as a reference and add new knowledge as and when learnt. Use story of Prince Rama as an example of doing one's duty and doing good deeds and act out in groups.</p> <p>Discuss key question and ask children to answer questions reflecting their learning in this unit. Produce a piece of creative work e.g. art/poem to express your own beliefs about what you think happens when the body dies.</p> <p>Add to circle maps at the end of each lesson in a different colour to show new knowledge.</p>	<p>tell you how these make a difference to believers' lives.</p> <p>I can express my own views about Hindu beliefs and whether they make sense to me or not.</p> <p>Key vocabulary: Karma Samsara Moksha</p>
<p><u>Year 6</u></p> <p>AUT Theme: Beliefs and Practices Key Question:</p>	<p>Pupils will learn:</p> <p>To understand some of the ways Muslims show commitment to God and to evaluate whether there is a best way.</p>	<p>Key activities in the unit of work are:</p> <p>Tree map to classify what qualities are needed to show commitment</p> <p>Write down any questions they have about the religion of Islam</p>	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <p>I can show an understanding of why people show commitment in different ways.</p> <p>I can describe how different practices enable Muslims to show their</p>

<p>What is the best way for a Muslim to show commitment to God? Religion: Islam</p>		<p>An information page for younger children to inform them how Sunni and Shi'a Muslims show commitment through Shahadah and Salat</p> <p>Research and investigate a Muslim charity and use this to discuss how Zakah can show commitment to God.</p> <p>Evaluate the best way for a Muslim to show commitment to God.</p>	<p>commitment to God and understand that some of these will be more significant to some Muslims than others.</p> <p>I can think of some ways of showing commitment to God that would be better than others for Muslims.</p> <p>Key vocabulary: Ramadan Muhammad Qur'an Five pillars Shahadah Salah Sawm Zakat Hajj Commitment</p>
<p>Year 6</p> <p>SPR Theme: Beliefs and Meaning Key Question: Is anything ever eternal? Religion: Christianity</p>	<p>Pupils will learn:</p> <p>To evaluate different beliefs about eternity and to understand the Christian perspective on this.</p>	<p>Key activities in the unit of work are:</p> <ul style="list-style-type: none"> • Discuss the question 'Is anything eternal' - children use post-it notes • Explore the meaning of unconditional – freeze frame key moments from bible references and summarise Jesus' teachings • Parable of the sheep and the goats – Discuss real life scenarios 	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <p>I can express the feelings I have when I think about situations or things I would like to last forever.</p> <p>I can make links between different Christian beliefs and their views on whether anything is ever eternal.</p> <p>I can reflect on my own beliefs about whether anything is eternal.</p> <p>Key vocabulary: Agape Messiah</p>
<p>Year 6</p> <p>SUM</p>	<p>Pupils will learn:</p>	<p>Key activities in the unit of work are:</p>	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p>

<p>Theme: Beliefs and moral values</p> <p>Key Question: Does belief in Akhirah (life after death) help Muslims lead better lives?</p> <p>Religion: Islam</p>	<p>To identify ways in which Muslims try to lead good lives and how their belief in Akhirah influences this.</p>	<ul style="list-style-type: none"> • Give scenarios – agree or disagree game (continuum) • What does a good life involve? Circle map Muslim beliefs of a good life • Post-it notes questions • Invite Muslim parent in to talk about experiences 	<p>I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow.</p> <p>I can explain how believing in Akhirah influences Muslims to do their best to lead good lives.</p> <p>I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims.</p> <p>Key vocabulary: Akhirah Jihad Lesser Jihad Greater Jihad</p>
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