

Autumn Term

Spring Term

Summer Term

1

1a. Did our world have a beginning?

(11 lessons)

- Creation
- Design
- Beginning
- Creator
- Brahman
- Genesis [KS1 Creation](#)
- Shabbat
- Creation accounts Hindu
- Iroquois
- Big Bang
- Zoroastrian
- Artist, Painting

Starting new school/term with beliefs about how the world started.

1b. Who might we thank?

(12 lessons)

- Wonderful world/design
- Importance nature
- Humans as part of life cycle
- Brahman and trimurti
- God as provider [KS1 Creation](#)
- Humans as Stewards
- Grace
- Jewish Brachot
- Harvest festival, Sukkot
- Muhammad stories
- Food chains
- Adam and Eve

Responsibility – pets, toys
Where does our food come from?

Community
Charity

Building on learning about Creation stories to explore what beliefs about God/Allah/ Brahman they show, and how these beliefs are shown through prayer/ worship/ festivals in various religions already introduced in previous unit.

1c. How might we know they are special?

(12 lessons)

- 'Chosen' people
- Authority
- Symbolism of light
- 'holy'
- Birth
- Nativity and Birth stories including Muhammad
- Islam, Guru Nanak Sikhism with light as symbol
- Halo symbolism
- Could include Zoroastrian amesha spentas symbolism

Torch, Candle
Darkness, fear
Light = knowledge

I appreciate this may not be the 'correct' time of year but exploring symbolism here allows opportunities for recapping learning in previous assemblies (not considered part of RE curriculum).
Having been introduced to Muhammad and Jesus as teacher (previous unit), pupils can now explore how features/symbols (i.e. 'light') are linked via birth stories of these people.

2

2a. Who is in charge of it all?

(18 lessons)

- Authority
- Human nature/status
- Laws and rules
- Communities
- Commandments
- Symbolism
- God
- Eternal
- Mitzvot
- God as Law giver
- Incarnation [\(KS1 Incarnation\)](#)
- Trinity
- Symbols of Cross v Crucifix
- 3 of K's, Mool Mantra
- 5 pillars Islam
- 99 names of Allah
- Tallit + Kippah = creation and mitzvah
- Pagan/Wiccan

Questions of the source of life and recap prior learning in Year 1 about 'God' beliefs

2b. How do we know what is right or wrong?

(6 lessons)

- Morality
- Sin
- Authority
- Golden Rule
- Good Evil
- 10 comms
- 5 pillars (Islam)
- 5 precepts
- Jesus examples, parables
- [\(KS1 God, What I wanted LKS2 Gospel\)](#)
- 8-fold path

School Rules, British law,

Having learnt about beliefs some hold about God (Autumn) can now compare ideas and teachings about 'what is right'

2c. Why do people celebrate births?

(12 lessons)

- Celebration
- Family + Community + Charity
- Commitment
- Symbolism
- Brahman, God as life giver
- Trinity + belonging to church
- Naming ceremony
- Hindu and Sikh Examples
- Humanist ceremonies
- Muslim Hair cutting
- Infant Baptism

Promise, naming, family, community

Applying previous knowledge of beliefs about God to examine how these are reflected in birth ceremonies.

3

3a. Is there Evidence of God on Earth?

(<15 lessons)

- Revelation
- Prophets
- Diversity
- Holy
- Miracle or science
- Revelation of Abraham (Sun/Moon)
- Noah [\(LKS2: People of God\)](#)
- Moses revelation
- Torah as holy in Synagogue
- Torah inc prophets
- Exodus and Diaspora
- Jesus as human/Jewish life story
- Prophecies of Jesus as Messiah
- Death + resurrection beliefs [\(LKS2: salvation- Easter\)](#)
- Communion/Mass symbols
- Faith leaders [LKS2 Gospel](#)

Diversity, migration, symbols,

Chronological start for the 'Abrahamic' religions will enable better recall and linking in future learning.

Appreciating how Jesus' life reflects Jewish beliefs and prophecies from previous unit.

3b. Can people talk to God?

(<16 lessons)

- God
- Revelation
- Prophets
- Holy
- Incarnation
- Avatars
- Worship
- Revelation of Qur'an
- Muhammad as 'last prophet'
- Night Journey to Jerusalem
- Hindu trimurti
- Avatars, murti worship
- Icons/statues and candles in Christian worship

Avatars and icons (computing), candles

Building on understanding of revelation (Judaism) and connections between Abrahamic faiths.

Having investigated 'worship' through text (Abrahamic) pupils can now compare with others.

















































3c. Why might it matter if we do wrong?

(<11 lessons)

- Authority
- Commandments
- Morality
- Reward/punishment
- Judgement
- Soul
- Afterlife
- Heaven, Hell
- Karma
- Reincarnation
- Dualism

Rules, consequences,

Opportunity to recap learning of key beliefs about God as creator and law giver just studied before exploring implications of this for some believers.

	Autumn Term	Spring Term	Summer Term	
4	<p>4a. How do some show commitment through sacrifice? (12 lessons)</p> <div><div><ul style="list-style-type: none">• Fasting• Sacrifice• Commitment• Equality• Service</div><div></div><div><ul style="list-style-type: none">• Ramadan• Yom Kippur• Kosher and Halal• Prashad• Langar</div><div></div></div> <p>School canteen, giving something up, consequences</p> <p>Chance to recap worldviews previously studied before appreciating the differing meanings behind similar practices. Links can also be made with sharing food (Harvest, Year 1) and puja (previous unit). Placed here provides recap opportunity and links back to prior learning, as well as tying in with RH/YK</p>	<p>4b. How should we treat others? (10 lessons)</p> <div><div><ul style="list-style-type: none">• Equality• Conflict• Service• God• Revelation• Prophet• Guru• Light</div><div></div><div><ul style="list-style-type: none">• Nanak as first Guru• Guru Granth Sahib• Langar</div><div></div></div> <p>Candles, service, teachers</p> <p>Building on langar (previous unit) to reinforce knowledge of features in places of worship (Year 3) with those in Gurdwara. Recognising conflict between religions before investigating diversity within religions.</p>	<p>4c. How have some religions changed over time? (6 lessons)</p> <p>4c1. Why do some Jews drive on Shabbat? (6 lessons)</p> <div><div><ul style="list-style-type: none">• Revelation• Commitment• Torah• Commandments• Interpretation• Diversity</div><div></div><div><ul style="list-style-type: none">• Shabbat• Melachot• Practices• Orthodox• Liberal</div><div></div></div> <p>Rules, diversity, history, community, tradition, technology advances</p> <p>Building on previous learning about centrality of Torah in Judaism, to examine how interpretation can develop diversity (Orth v Reform). Having explored frictions between religions (previous unit) to now consider reasons for divisions within religions.</p>	<p>4c2. Why aren't all churches the same? (7 lessons)</p> <div><div><ul style="list-style-type: none">• Authority• Monarchy• Diversity• Trinity• Canon• Bible</div><div></div><div><ul style="list-style-type: none">• Church buildings• Catholic• Quaker• Orthodox• Anglican</div></div> <p>Leaders, monarchy, assemblies</p> <p>Building on learning about diversity within religions to consider divisions within Christianity, before exploring some of the historic problems arising from this in Year 5.</p>
5	<p>5a. Why bother being nice?</p> <div><div><p>5a1. What's so good about giving? (7 lessons)</p><div><div><ul style="list-style-type: none">• Equality• Charity• Service</div><div></div><div><ul style="list-style-type: none">• Mosque• 5 pillars• Tzedakah• Jesus• Gurdwara</div><div></div></div><p>Opportunity to recap previous learning across a range of religions.</p></div><div><p>5a2. Can fighting be right? (4 lessons)</p><div><div><ul style="list-style-type: none">• Conflict• Humanity• Persecution</div><div></div><div><ul style="list-style-type: none">• Khalsa• 5 K's</div></div><p>Bullying, community, diversity, difference, acceptance</p><p>Recognising conflict between religions before investigating diversity within religions, next.</p></div></div>	<p>5b. Why don't religions look the same around the world?</p> <p>5b1. How have differences caused conflict? (5 lessons)</p> <div><div><ul style="list-style-type: none">• Conflict• Persecution• British Values• Reconciliation</div><div></div><div><ul style="list-style-type: none">• Reformation• Guy Fawkes• British Law</div><div></div></div> <p>Building on learning about Christian denominations (Year 4) pupils can consider teachings the importance of British Law/Values to respect different religions/and none.</p>	<p>5b2. Are all Muslims the same? (8 lessons)</p> <div><div><ul style="list-style-type: none">• Authority• Democracy• Shariah• Prophet</div><div></div><div><ul style="list-style-type: none">• Ummah• Caliphate• Sunni, Shia• Hadith• Jihad</div><div></div></div> <p>Building on learning about diversity within religions (Christianity, Judaism) to appreciate similarities, differences and connections between Muslims around the world.</p>	<p>5c. Why do we sometimes get it wrong? (9 lessons)</p> <div><div><ul style="list-style-type: none">• Creation• Humanity• Good and Bad• Free Will• Temptation• Dualism</div><div></div><div><ul style="list-style-type: none">• Adam and Eve story• Satan/snake• Zoroastrian dualism• Buddhist 3 poisons• Buddhist 6 realms</div><div></div></div> <p>Having learnt about interpretation of God's laws in religions (Judaism Year 4, Islam last unit) and building on inner jihad/struggle to develop previous learning about afterlife beliefs (Year 3) to explore further possible reasons for 'sin'.</p>
6	<p>6a. Why does suffering exist in the world? (14 lessons)</p> <div><div><ul style="list-style-type: none">• Creation v Science• Manmade v Natural• Suffering• Inequality• Free Will• Judgement• Forgiveness• Mercy</div><div></div><div><ul style="list-style-type: none">• Big Bang and Evolution• Design Argument (Paley)• God as Omniscient• Religious beliefs about Suffering, including:<ul style="list-style-type: none">• World without suffering, Free will and forgiveness• Dealing with suffering: Buddhist 4 noble truths• Eightfold Path, mental strength</div><div></div></div> <p>Suffering, patience, behaviour and consequence</p> <p>Opportunity to recap core beliefs and develop further understanding of sin and suffering (Year 5) and apply these to their own worldviews in response to bigger questions.</p>	<p>6b. How might we deal with suffering in our lives? (10 lessons)</p> <div><div><ul style="list-style-type: none">• Truth and Enlightenment• Sangha and Refuge• Diversity of tradition</div><div></div><div><ul style="list-style-type: none">• Buddha life story• Start of Sangha• Buddhism around world</div></div> <p>Having been introduced to Buddhist dharma about 'sin' (last unit) pupils can now further develop their understanding of diversity (Year5) to explore the origins, interpretations and diversity of practice within Buddhism.</p>	<p>6c. Why don't we all get on? (11 lessons)</p> <div><div><ul style="list-style-type: none">• Persecution• Diversity and Diaspora• Reconciliation• Exodus and change</div><div></div><div><ul style="list-style-type: none">• Reconciliation• Exodus and Seder• Recap British Values and Sikh beliefs of social justice• Baha'i - unity of humanity• Prodigal Son</div><div></div></div> <p>Opportunity to recap and extend learning about diversity and conflict (Year 5) to consider developments from persecution to peace between religions and worldviews</p>	