

## Religious Education Planning and Progression of Skills



### Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<i>What's going on?</i>	<i>Dinosaurs</i>	<i>Animals around the World</i>	<i>Can you Dig it?</i>	<i>Art Attack</i>	<i>On Holiday with Barnaby Bear</i>
	<p>Christianity-Sense of belonging AT1- Who is Jesus? AT2- How was Jesus a good leader?</p>	<p>How and why do people celebrate Birthdays? AT1- How do Christians celebrate birthdays? AT2- Why do people celebrate birthdays? What is Christmas and Advent?</p>	<p>The birth of a baby- Why is it important to recognise the birth of a baby? AT1- What happens when a baby is born? What is the meaning of Easter? AT2- What do Christians do when a baby is born?</p>	<p>The bible- Why is the bible important? AT1- What is the bible? AT2- Why is the bible important?</p>	<p>Church- What makes a church a special place for Christian people? AT1- What is a Church? AT2- Why is a Church important?</p>	<p>Muslims- How do Muslims pray?  Where do they pray?  What happens at a Muslim Wedding?  AT1- What is a mosque?  AT2- How do Muslims celebrate a wedding?</p>
<b>RE</b>	<p><u>Previous learning</u> Pupils have learnt through the nativity, that Christians celebrate Christmas because that is when Jesus Christ was born.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> <li>☛ Pupils will learn who Jesus is and how was he a good leader.</li> <li>☛ Pupils will discuss who is special to them, and then this will be linked to how Jesus is special to Christians.</li> <li>☛ Pupils will write adjectives to describe what Jesus was like highlighting what made him a good leader</li> <li>☛ Pupils will learn facts about Jesus - who he was, where he lived, what he looked like, why he was special, and what others thought about him.</li> <li>☛ Pupils will be given examples of the things</li> </ul>	<p><u>Previous learning</u> Pupils are aware that Christians celebrate Christmas because that is when Jesus Christ was born.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> <li>☛ Pupils will learn about Hanukkah and who celebrates this festival through media, presentations and discussions of their personal experiences.</li> <li>☛ Pupils will learn about what Hanukkah is, why it is celebrated and who it is celebrated by.</li> <li>☛ Pupils will be encouraged to answer the questions: How and why do Christians celebrate birthdays? They will then be asked at the end of the journey and encouraged to answer and discuss with peers, using their new knowledge.</li> </ul>	<p><u>Previous learning</u> Pupils associate Easter with new life – lambs, chicks, etc. They are also aware that Jesus died at Easter, on the cross.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> <li>☛ Pupils will be asked, what is the meaning of Easter? and given the opportunity to discuss their ideas.</li> <li>☛ Pupils will begin to talk about and find meanings behind Easter and Christian beliefs through books, media and personal experiences.</li> <li>☛ Pupils will express their own ideas and experiences creatively, respecting and listening to the views of others too</li> <li>☛ Pupils will learn why Easter is celebrated by Christians and how they celebrate. They will be able to make links between Easter and</li> </ul>	<p><u>Previous learning</u> Pupils have some understanding that the bible is used by Christians and is a holy book for these people.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> <li>☛ Pupils will be asked, what is the bible? They will then listen to peers and their views.</li> <li>☛ Pupils will be able to talk about moral stories from the Bible after listening to some.</li> <li>☛ Through discussions pupils will be able to say what a bible is, who is it used by and why it is important.</li> <li>☛ Pupils will begin to talk about other faiths and communities and what they do in comparison to the Christian community. They will do this by discussing their personal experiences and observing presentations</li> </ul>	<p><u>Previous learning</u> Pupils have previously taken part in discussions where they shared their experiences of different religions. Some children talked about having been to a mosque and some others a church.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> <li>☛ Pupils will be asked what is a Church and why is it important? They will then discuss this amongst their peers and give recounts of their personal experiences.</li> <li>☛ Pupils will visit a church to find out who goes there, what it looks like, and what events take place when you are there. Pupils will learn why a place of worship is significant in Christianity.</li> <li>☛ After their visit, the pupils will be able to say what a church is, and who it is used by.</li> </ul>	<p><u>Previous learning</u> Pupils have previously taken part in discussions where they shared their experiences of different religions. Some children talked about having been to a mosque and some others a church.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> <li>☛ Pupils will understand Islam and what it means to be a Muslim through visits from guests, discussing their personal experiences and presentations.</li> <li>☛ Pupils will be asked what a Mosque is. They will be encouraged to share their ideas and experiences with their peers.</li> <li>☛ Pupils will watch videos, look at images and listen to experiences of others to understand what a Mosque is and how it is important to Muslims.</li> </ul>

	<p>Jesus did whilst he was alive and have the opportunity to decide what sort of person he was.</p>	<ul style="list-style-type: none"> <li>• Pupils will learn about why people celebrate birthdays through discussions about their own experiences and those of others.</li> <li>• Pupils will learn about how Christians celebrate birthdays, and it will be linked to the birth of baby Jesus – gathering people together, the giving of gifts, etc.</li> </ul>	<p>spring – new beginnings, new life.</p> <ul style="list-style-type: none"> <li>• Pupils will then explore What Christians do when a baby is born, celebrating new beginnings.</li> </ul>	<p>to explore other cultures and religions.</p> <ul style="list-style-type: none"> <li>• Pupils will explore features of the Christian holy book – the Bible, by looking at copies of the Bible and listening to extracts from it. They will understand how the bible is used, and when, and why.</li> <li>• Pupils will have the opportunity to share their own experiences of holy books and make comparisons between them.</li> </ul>	<ul style="list-style-type: none"> <li>• Through previous learning and their learning about Churches and Christianity, pupils will compare a church to other places of worship, that they, or their families may practise at.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will know where Muslims worship, and how it is similar/different to the that of a church and other place of worship.</li> <li>• From previous and new learning pupils will show an understanding of how people celebrate different aspects within their religion.</li> <li>• Through listening to visitors' personal experiences and looking at their wedding photos, clothes and keepsakes Pupils will understand how Muslims celebrate a wedding.</li> </ul>
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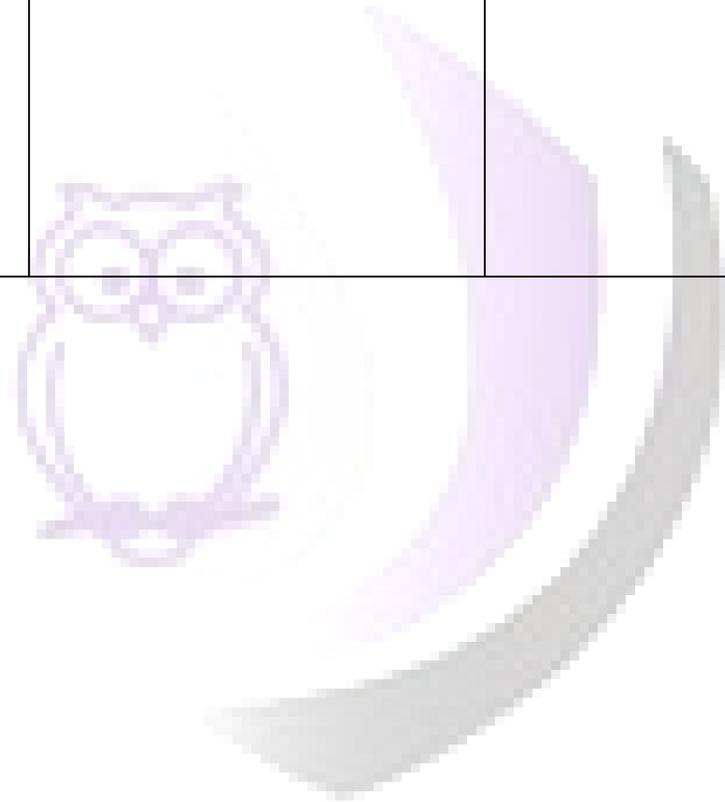




# Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Discovering London</b>		<b>All Creatures Great and Small</b>		<b>Exciting Explorers</b>	
	<p><b>Judaism- What is important for Jewish people?</b>  <b>AT1- What is Judaism?</b></p> <p><b>AT2- How does a Jewish person live in the modern world?</b></p>	<p><b>Christianity- Why is Christmas important to Christians?</b>  <b>AT1- What do Christians do during Christmas?</b>  <b>AT2- Why do Christians celebrate Christmas?</b></p>	<p><b>Christianity- What are the ultimate questions?</b>  <b>AT1-What are the key elements of Christianity?</b>  <b>AT2-What are the key elements of Christianity?</b></p>	<p><b>Islam- What is important for Muslims</b>  <b>AT1- What is Islam?</b>  <b>What are the 5 pillars of Islam?</b>  <b>AT2- How do Muslims practise their religion?</b></p>	<p><b>Sikhism- How does the Khalsa influence the lives of Sikhs?</b>  <b>AT1- What is Sikhism?</b>  <b>What is a Khalsa?</b></p> <p><b>AT2- How are Sikhs influenced by the Khalsa in the modern world?</b></p>	<p><b>Christianity- How should we look after our world?</b>  <b>AT1- How do Christians show respect to people and the world they live in?</b></p> <p><b>AT2- Why do Christians show respect to others and the world?</b></p>
<b>RE</b>	<p><u>Previous Learning</u>  Pupils are aware that Jews believe in only one God and they have a special agreement called a covenant.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> <li>☛ Pupils will discuss how Jews promise to obey God's law and thank him. They will learn about how Jews pray and where they pray.</li> <li>☛ Pupils will discuss the basic beliefs: The three main beliefs at the centre of Judaism are Monotheism, Identity, and covenant (love of God). The most important teaching of Judaism is that there is one God, who wants people to do what is just and compassionate.</li> <li>☛ Pupils will learn that Judaism is the world's oldest Abrahamic religion. There are about 15 million followers who are called Jews. It is one of the oldest monotheistic religions, teaching the belief in one God. ... The laws and teachings of Judaism come from the Torah, the first five</li> </ul>	<p><u>Previous Learning</u>  Pupils are aware that Christians celebrate Christmas because that is when Jesus Christ was born. They are familiar with the Nativity.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> <li>☛ Pupils will learn about Hanukkah; why and how the festival is celebrated.</li> <li>☛ Pupils will understand that Christmas is literally "the mass for Christ", the day on which Christians celebrate the birth of Jesus. They will learn that Christmas is marked on the 25 December (7 January for Orthodox Christians). Christmas is a Christian holy day that marks the birth of Jesus, the son of God.</li> <li>☛ Pupils will learn about how Christians celebrate Christmas and make links with the Advent Calendar, the Advent Wreath, Christingle and visiting the place of worship-Church.</li> <li>☛ Pupils will further learn that Christmas is celebrated in a variety</li> </ul>	<p><u>Previous Learning</u>  Pupils are aware that members of the religion are called Christians. Christians generally believe Jesus to be God the Son, the second person of the Trinity. It is a monotheistic religion, meaning it has only one God. It is the largest religion in the world and is based on the life and teachings of Jesus of Nazareth.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> <li>☛ Pupils will learn the five basic beliefs: Belief in God the Father, Jesus Christ as the Son of God, and the Holy Spirit.</li> <li>☛ The death, descent into hell, resurrection and ascension of Christ.</li> <li>☛ Pupils will understand the holiness of the Church and the communion of saints.</li> <li>☛ Christ's second coming, the Day of Judgement and salvation of the faithful.</li> <li>☛ Pupils will learn about the three facts about Christianity: Followers of the Christian religion base their beliefs on the life, teachings and death of Jesus Christ. Christians believe in one God that created heaven, earth and the universe. The belief in one God originated with the Jewish religion. Christians</li> </ul>	<p><u>Previous Learning</u>  Pupils are aware Muslims believe in Islam, Allah is their God and Muhammad is the last prophet. They are also aware of how Muslims pray at the Mosque and celebrate Eid-UI-Fitr and Eid-UI-Adha.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> <li>☛ Pupils will discuss the word 'Islam' in Arabic means submission to the will of God.</li> <li>☛ Muslims believe that Islam was revealed over 1,400 years ago in Makkah, Arabia through a man called Muhammad.</li> <li>☛ Muhammad is so respected that it is usual for Muslims to say 'peace be upon him' whenever they mention his name.</li> <li>☛ Pupils will learn The Five Pillars of Islam are an important part of Muslim life. They are five things that a Muslim must do so they can live a good and responsible life. They include: <ul style="list-style-type: none"> <li>☛ The declaration of faith (Shahada)</li> <li>☛ Praying five times a day (Salat)</li> </ul> </li> </ul>	<p><u>Previous Learning</u>  Pupils are aware that Sikhs believe in reincarnation and karma concepts found in Buddhism, Hinduism and Jainism.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> <li>☛ Pupils will discuss A Sikh is a follower of Sikhi, a monotheistic, monist, pantheist religion that originated in the 15th century from the Punjab region in the Indian subcontinent. The term "Sikh" means disciple, student, or. Some historians suggest that the name "Sikh" is derived from the ancient term "Saka".</li> <li>☛ Pupils will learn Sikhism was founded by Guru Nanak around 500 years ago in a place called the Punjab. This is an area which spans part of India and Pakistan in South Asia today.</li> <li>☛ Pupils will learn Sikhs believe in one God who guides and protects them. They believe everyone is equal before God. Sikhs believe that your</li> </ul>	<p><u>Previous Learning</u>  Pupils are aware Christians show respect to each other and the world around them. They know how to look after the world.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> <li>☛ Pupils will discuss the Bible gives three main reasons why we should care for the environment. God Himself says that His creation is very good. The material world matters to God; He sustains it all the time. Without Him it would fall apart into chaos. "He is before all things, and in Him all things hold together" (Colossians 1.16–17). So, if we neglect, abuse and spoil the environment, we are damaging something that is precious to God.</li> <li>☛ Pupils will learn how the Bible gives you three main reasons to care for the environment. They will learn that the very existence of the universe is the result of God's creative activity.</li> <li>☛ Pupils will learn all religions respect the world around them and offer guidance on environmental issues. Christians believe that the Earth belongs to God and that humans are stewards in charge of its care.</li> </ul>

	<p>books of the Hebrew Bible and oral traditions.</p> <ul style="list-style-type: none"> <li>• Pupils will learn about Jewish place of worship which is a Synagogue and know its physical features.</li> </ul>	<p>of ways. Some Christians start Christmas Day with a midnight service, called Midnight Mass. Christians often celebrate Christmas by giving and receiving presents and cards. This reminds them of the gift of Jesus, beginning his earthly life.</p>	<p>believe Jesus is the "Messiah" or saviour of the world.</p>	<ul style="list-style-type: none"> <li>• Giving money to charity (Zakah)</li> <li>• Fasting during the month of Ramadan (Sawm)</li> <li>• pilgrimage to Makkah at least once in a lifetime (Hajj)</li> </ul>	<p>actions are important, and you should lead a good life. They believe the way to do this is:</p> <ul style="list-style-type: none"> <li>• Always keep God in your heart and mind</li> <li>• Live honestly and work hard</li> <li>• Treat everyone equally</li> <li>• Be generous to those less fortunate than you</li> <li>• Serve others</li> <li>• Pupils will learn the Sikh community of men and women is known as the Khalsa which means the 'Community of the Pure'.</li> <li>• Pupils will understand to become a Sikh and join the Khalsa, people need to follow the Five Ks.</li> </ul>	
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# Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Discovering Dinosaurs</b>		<b>Opposites Attract</b>		<b>Bella Italia</b>	
	<p>Who are the 'Saints of God' and why are they important? AT1- What are the ideal qualities of a saint?</p> <p>AT2- Why do you think these people have been turned into saints</p>	<p>What are the special religious texts? (Church Visit: Christingle) AT1-Can you retell the story of the Sermon on the Mount?</p> <p>Can you retell the Muslim story of The Beautiful Farm?</p> <p>Can you retell the Hindu story of being mindful of negative thoughts?</p> <p>AT2-Why do you think we need to know the difference between right and wrong?</p>	<p>What do people believe about the creation of our world? AT1- Can you retell the stories of how the world was created in Hinduism, Islam and Judaism?</p> <p>AT2- Why do you think there are different versions of the creation story?</p>	<p>Is Easter a festival of new life or sacrifice? St Mary's Church Visit AT1- Can you use key Christian vocabulary? What do you think they might be? How do they link to Easter?</p> <p>AT2- How is Easter celebrated across the world?</p>	<p>What is important for Jews about being part of God's family? AT1- What does being Jewish look like? What does a normal day look like for a Jew?</p> <p>AT2- What does a Jewish community look like? How do they come together?</p>	<p>What do we mean by the bread of life? AT1- How do Christians use bread in symbolism? Which story are they referring to? What is the bread in our lives?</p> <p>AT2- Why do you think Christian communities do this? Where does it happen?</p>
RE	<p>Previous Learning Pupils are aware of the five basic beliefs: Belief in God the Father, Jesus Christ as the Son of God, and the Holy Spirit. They know Christians generally believe Jesus to be God the Son, the second person of the Trinity. It is a monotheistic religion, meaning it has only one God.</p> <p>What we will learn:</p> <ul style="list-style-type: none"> <li>☛ Pupils will understand what it looks like to be a person of faith.</li> <li>☛ Pupils will learn what a saint is and how a person becomes a saint</li> <li>☛ They will research different saints looking at their qualities.</li> <li>☛ They will learn that a saint is a person who is recognised as having an exceptional degree of holiness, or likeness to God.</li> </ul>	<p>Previous Learning Pupils know that Muslims believe in Islam, Allah is their God and Muhammad is the last prophet. They know the Five Pillars of Islam are an important part of Muslim life. They are five things that a Muslim must do so they can live a good and responsible life.</p> <p>What we will learn:</p> <ul style="list-style-type: none"> <li>☛ Pupils will recall the different beliefs and practices of Christianity, Islam and Hinduism.</li> <li>☛ Pupils will retell some of the religious and moral stories from at least three different religious texts and books.</li> <li>☛ Pupils will research different religious texts including The Bible, The Vidas and The Quran.</li> <li>☛ They will look at similarities and differences in these books.</li> </ul>	<p>Previous Learning Pupils know that Christians believe that God created the world and Muslims believe in Allah creating the world.</p> <p>What we will learn:</p> <ul style="list-style-type: none"> <li>☛ Pupils will recall the different beliefs and practices of Christianity, Islam and Hinduism.</li> <li>☛ Pupils will retell some of the religious and moral stories from at least three different religious texts and books.</li> <li>☛ Pupils will look at the story of the creation from different religious viewpoints.</li> <li>☛ Pupils will compare similarities and differences in these stories.</li> </ul>	<p>Previous Learning Pupils know that Jesus died at Easter, on the cross and resurrection. They can recall the Easter story. They are aware that a prayer is linked to Good Friday.</p> <p>What we will learn:</p> <ul style="list-style-type: none"> <li>☛ Pupils will use key vocabulary related to Christianity.</li> <li>☛ Pupils will research the Easter story.</li> <li>☛ Use key religious vocabulary.</li> <li>☛ Look at how Easter is celebrated across the world.</li> <li>☛ Pupils will talk about Good Friday- making connections with The Cross and Resurrection of Jesus.</li> <li>☛ Pupils will explain the importance of Jesus' words at The Last Supper.</li> </ul>	<p>Previous Learning Pupils are aware of the basic beliefs: The three main beliefs at the centre of Judaism are Monotheism, Identity, and covenant (love of God).</p> <p>What we will learn:</p> <ul style="list-style-type: none"> <li>☛ Pupils will suggest and find meanings behind different beliefs and practices.</li> <li>☛ Pupils will ask and respond to questions about what individuals and faith communities do and why.</li> <li>☛ Pupils will look at Jewish beliefs and key dates in the Jewish calendar.</li> <li>☛ Look at a Jewish synagogue and how it differs to a Christian Church.</li> </ul>	<p>Previous Learning Pupils are aware that Christians believe in God and that Jesus is the son of God. They are aware that bread is a gift from God.</p> <p>What we will learn:</p> <ul style="list-style-type: none"> <li>☛ Pupils will recall the different beliefs and practices of Christianity and at least one other religion.</li> <li>☛ Pupils will look at the symbol of bread in the Bible.</li> <li>☛ Observe at the parable of the loaves and fishes relate it back to sharing.</li> <li>☛ Pupils will relate bread to 'The last supper' and the Easter story from last term.</li> </ul>

	<ul style="list-style-type: none"><li>• Saints are recognised only after they have died.</li></ul>	<ul style="list-style-type: none"><li>• They will retell stories from these books.</li></ul>		<ul style="list-style-type: none"><li>• Explain the importance, in Christianity, of the cross and the resurrection going together.</li></ul>	<ul style="list-style-type: none"><li>• Research what life is like for a Jewish child.</li></ul>	
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# Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>The Americas</b>		<b>Invaders and Settlers</b>		<b>George's Marvellous Medicine</b>	<b>The Awesome Egyptians</b>
	<p><b>Christianity- How and why are churches different?</b></p> <p><b>AT1- How are churches similar and different?</b></p> <p><b>AT2 – Why is being part of a faith community important to some people?</b></p>	<p><b>Christianity- What moral guidance do sacred texts provide?</b></p> <p><b>AT1 – What are the similarities and differences between the 3 religious' stories?</b></p> <p><b>AT2 – What are the meanings of the moral stories and how do they relate to what is right and wrong?</b></p>	<p><b>Islam-Why is prayer important to Muslims?</b></p> <p><b>AT1 – How is prayer important to Muslims?</b></p> <p><b>AT2- Why might people choose to pray, and self-reflect?</b></p>	<p><b>Christianity- Why should we give peace a chance?</b></p> <p><b>AT1 -How do different religions promote peace?</b></p> <p><b>AT2 – How could the world be a more peaceful place?</b></p>	<p><b>Christianity- Is it fair?</b></p> <p><b>AT1 – How is fairness promoted in different religions?</b></p> <p><b>AT2 – Why is fairness important in the world?</b></p>	<p><b>Christianity- Why do some people go on a spiritual journey?</b></p> <p><b>AT1 – Why might some people choose to go on a spiritual journey?</b></p> <p><b>AT2 – What is the meaning of a spiritual journey?</b></p>
<b>RE</b>	<p><u>Previous Learning</u> Pupils are aware Christians visit the Church to worship God. They are aware of the physical features and their significances from their Church from the previous visit.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> <li>☺ Pupils will label the key features of a church.</li> <li>☺ Explore how churches are different and identified common symbols found in all churches.</li> <li>☺ Consider why some people go to church and what it means to be part of a community.</li> <li>☺ Examine local churches and compare the similarities and differences between St Mary's Church and Peterborough Cathedral.</li> <li>☺ To explore and examine the significance of local churches and identify the features of a church and consider the role of churches in the local community.</li> </ul>	<p><u>Previous Learning</u> Pupils are that Christians read the bible, Muslims read the Quran and Hindus read Vedas as their scared book. They are aware that Christians and Muslims believe in one God.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> <li>☺ Pupils will explore moral stories from Christianity, Islam and Hinduism and compare the similarities and differences.</li> <li>☺ Explain what morality is and why it is important in school and in the world.</li> <li>☺ Express how faith communities are valuable to life.</li> <li>☺ Understand the diversity in different religions nationally and globally.</li> <li>☺ Recall in detail and use correct vocabulary in regard to the different beliefs and practices in different religions.</li> </ul>	<p><u>Previous Learning</u> Pupils are aware that Muslims go to the mosque to pray to Allah. They are aware that they need to perform wudu before they enter a mosque and read the Quran in Arabic.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> <li>☺ Pupils will explore the routine of Muslim Prayer.</li> <li>☺ Examine the importance of prayer for Muslims and consider the reasons why they might pray.</li> <li>☺ Consider self-reflection and how their actions can affect others.</li> <li>☺ Exploring key issues in the world on Newsround and reflecting on how they could make the world a better place.</li> <li>☺ Evaluate how religions try to use prayer and reflection to improve the world.</li> </ul>	<p><u>Previous Learning</u> Pupils are aware that Christianity is a religion that promotes peace and unity. They are aware that Christians show acts of kindness.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> <li>☺ Pupils will show different religions promote peace.</li> <li>☺ Explore a range of religious texts and consider how religious literature promotes a peaceful world.</li> <li>☺ Analyse different religious celebrations and consider how these sacred events encourage a harmonious world.</li> <li>☺ Reflect on what the world would be like without peace.</li> <li>☺ Consider how the world could be better and what they can do to change the world.</li> </ul>	<p><u>Previous Learning</u> Pupils are aware that Christianity promotes peace, unity and being fair. Christians are encouraged to be kind and show kindness.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> <li>☺ Pupils will examine how fairness is promoted in Judaism through Passover.</li> <li>☺ Consider how Jewish festivals, like Yom Kippur promote fairness.</li> <li>☺ Compare how religious texts and celebrations promote fairness.</li> <li>☺ Research how a variety of religions aim to promote fairness.</li> <li>☺ Identify when people are not being treated fairly and reflect on why equality is so important in the world.</li> </ul>	<p><u>Previous Learning</u> Pupils are aware that Muslims go on pilgrimage to Makkah.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> <li>☺ Pupils will explore a range of religious pilgrimages and consider the important of a spiritual journey on people.</li> <li>☺ Research the types of spiritual journeys that some religions might go on.</li> <li>☺ Reflect on the impact that a spiritual journey may have on a person.</li> <li>☺ Consider a significant place that they would like to visit to become a better person.</li> <li>☺ Explain why it is important to reflect on your character and how other people perceive you, to live in a respectful society.</li> </ul>



# Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	<b>To infinity and beyond...</b>		<b>The Maya Civilisation</b>	<b>The Terrible Tudors</b>	<b>Mother Nature: Out of Control?</b>	<b>On the move!</b>
	<p>Hinduism - What can story, and images of deities tell us about Hindu beliefs?</p> <p>AT1- How do Hindus practise their faith?</p> <p>AT2- What is the meaning of story symbols and actions used in worship and festivals?</p>	<p>How and why does religion help the poor? Fundraising/aid etc</p> <p>AT1- How are religious beliefs expressed through charity and generosity?</p> <p>AT2- How do religious charities express spiritual ideas?</p>	<p>Christianity - Who people say that I am?</p> <p>AT1- How can people express their beliefs through art?</p> <p>AT2- What does it mean to be a Christian in Britain today?</p>	<p>Christianity - Are the 10 commandments still relevant today?</p> <p>AT1- What are the 10 commandments?</p> <p>AT2- How relevant are the 10 commandments in our daily life?</p>	<p>Beliefs and actions in the world - What key beliefs influence people's faith and how do people live out their lives?</p> <p>AT1- How do religions and beliefs impact/respond to global issues?</p> <p>AT2- What makes us believe and have faith?</p>	<p>How has religion influenced People in local community- spiritually, socially and culturally</p> <p>Detectives – shop fronts, food, street names, art, statues etc</p> <p>AT1- What contributions do religions make to local life?</p> <p>AT2- How does the religious diversity of Peterborough makes us tolerant and respectful?</p>
	<p>There is no previous learning on Hinduism.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> <li>☛ Pupils will understand who practices Hinduism</li> <li>☛ Understand origins of Hinduism</li> <li>☛ Creation story and compare to stories from other beliefs</li> <li>☛ Know how Hindus worship – deities, worship at home and Mandir(temple)</li> <li>☛ Know the name of important deities and their importance to Hindus</li> <li>☛ Similarities and differences in beliefs - comparing to other religions that pupils are already aware of</li> </ul>	<p><u>Previous Learning</u></p> <p>Pupils are aware that members of the religion are called Christians. They have learnt the key elements of Christianity and that Christians believe in Jesus as son of God and Holy Spirit. They will be aware Christians believe in one God that created heaven, earth and the universe</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> <li>☛ Pupils will reflect on the meaning and act of giving others - reasons</li> <li>☛ Read story from Bible which teaches importance of giving</li> <li>☛ Discuss pupils' understanding and they share experience of charity within their faith or in community- explore work of charities such as Christian Aid, Harvest time</li> </ul>	<p><u>Previous Learning</u></p> <p>Pupils have learnt about the three facts about Christianity: Followers of the Christian religion base their beliefs on the life, teachings and death of Jesus Christ. Christians believe in one God that created heaven, earth and the universe. The belief in one God originated with the Jewish religion. Christians believe Jesus is the "Messiah" or saviour of the world.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> <li>☛ Pupils will discuss about the beginnings of Christianity</li> <li>☛ Locate Israel on a map</li> <li>☛ Create an image of Jesus</li> <li>☛ Create images of heaven as perceived by themselves</li> <li>☛ Visit to the church - Q &amp; A session with Vicar to know about Christianity in modern day</li> </ul>	<p>There is no previous learning about 10 commandments</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> <li>☛ Pupils discuss teaching of Christianity- is it a good or bad thing?</li> <li>☛ What are the 10 commandments?</li> <li>☛ Understand and provide an example to explain the idea of trinity</li> <li>☛ Are there any of the commandment important and relevant today- if so why</li> <li>☛ Add a new commandment with reasoning</li> </ul>	<p><u>Previous Learning</u></p> <p>Pupils have learnt all religions respect the world around them and offer guidance on environmental issues and importance of taking care of the world and its beings that are believed to be created by God.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> <li>☛ Pupils will explore and discuss the key aspects of religions, especially the people, stories and traditions which influence belief and values</li> <li>☛ Identify and begin to describe the similarities and differences within and between religions</li> <li>☛ Respond to the challenges of commitment both in their own lives and within religious traditions, recognizing how commitment to a religion is shown in a variety of ways</li> <li>☛ Discuss their own and others' views of religious truth and</li> </ul>	<p><u>Previous Learning</u></p> <p>Pupils would have visited places of worship in Peterborough in previous years. They are aware that religions are celebrated in the community through festivals. They are aware that Peterborough is a multi-cultural society with diversity in religions and cultures.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> <li>☛ Pupils will identify what influences them, making links between aspects of their own and others' experiences</li> <li>☛ Debate to ask important questions about religion and beliefs, making links between their own and others' responses</li> <li>☛ Make links between values and commitments, and their own attitudes and behaviour.</li> <li>☛ Explore and answer questions of identity, belonging, meaning, purpose, truth, values and commitments and then apply their ideas to their own and other people's lives</li> </ul>

					belief, expressing their own ideas clearly	Describe what inspires and influences themselves and others.
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# Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>The World at War</b>		<b>Ancient Greece</b>	<b>We are Scientists</b>	<b>Brilliant Business</b>	<b>Showtime</b>
	<b>Buddhism- What does it mean to be a Buddhist? Can we all be enlightened?</b> <b>AT1- What does it mean to be a Buddhist?</b> <b>AT2- Can we all be enlightened?</b>	<b>Equality- How could we make our society equal?</b> <b>AT1-Is the world fair?</b> <b>AT2- Can we change fairness in the world?</b>	<b>Christianity and Judaism- Is religion what you say or what you do?</b> <b>AT1- How are Christianity and Judaism different?</b> <b>AT2- Is religion what you say or what you do?</b>	<b>Importance of Good- Why is it important to be good?</b> <b>AT1- Is it important to be good?</b> <b>AT2- Are only religious people good?</b>	<b>Christians around the World- What is it like to be a Christian in Vellore?</b> <b>AT1- Where do Christians come from?</b> <b>AT2- What is it like to a Christain in Vellore?</b>	<b>The Bahá'í Faith</b> <b>AT1- What is the Bahai Faith?</b> <b>AT2- Why are Churches so important?</b>
<b>RE</b>	<u>Previous Learning</u> No prior learning  <u>What we will learn:</u> <ul style="list-style-type: none"> <li>☛ Pupils will visit the Drolam Centre and understand the key values of a Buddhist.</li> <li>☛ Explain the importance of the Sights of Siddhartha Gautama</li> <li>☛ Understand how Buddha reached enlightenment and what it means for Buddhists today</li> <li>☛ Consider the impact of the Four noble Truths on Buddhists</li> <li>☛ Design and give explanations for a sacred place linked to a Buddhist shrine</li> <li>☛ Compare the lives of Buddhist monks, other Buddhists and myself.</li> <li>☛ Compare Buddhist values to those of pupil's own views</li> </ul>	<u>Previous Learning</u> Understand how fairness is promoted in different religions  <u>What we will learn:</u> <ul style="list-style-type: none"> <li>☛ Pupils will refine the term equality</li> <li>☛ Gain an understanding of the difference between being treated equally and fairly</li> <li>☛ Debate whether pupils believe the world is fair and whether this can change.</li> <li>☛ Explore the meaning of equality within the Christian and Islamic faith. Identify similarities and differences and reasons for these</li> <li>☛ Compare and contrast views on the roles of women and men across different religions</li> <li>☛ Considering the religious views, pupils will present a sway or PowerPoint about equality across religions</li> </ul>	<u>Previous Learning</u> 10 commandments Understand what it means to be a Christian in Britain today.  <u>What we will learn:</u> <ul style="list-style-type: none"> <li>☛ Pupils will investigate what the term religion means and present thoughts</li> <li>☛ Discussions around whether religion is what you say or what you do.</li> <li>☛ Explore the main teachings of Judaism and Christianity</li> <li>☛ Compare and contrast the creation stories of Judaism and Christianity</li> <li>☛ Research the rituals of both Judaism and Christianity and record similarities and differences</li> </ul>	<u>Previous Learning</u> Understanding of how and why religions help the poor.  <u>What we will learn:</u> <ul style="list-style-type: none"> <li>☛ Pupils will explore the meaning of good and discuss whether it means the same to every pupil.</li> <li>☛ Reflect on what makes a good person</li> <li>☛ Consider whether only religious people can be good,</li> <li>☛ Gain an insight into how good impacts communities locally and nationally</li> </ul>	<u>Previous Learning</u> <ul style="list-style-type: none"> <li>☛ Beliefs and actions that influence people's faith around the world</li> <li>☛ How religion has influenced St. Ives</li> </ul> <u>What we will learn:</u> <ul style="list-style-type: none"> <li>☛ Pupils will research and explore where Christians come from</li> <li>☛ Consider why places are special to them and how these places make pupils feel</li> <li>☛ Explore when and why people make journeys to special places</li> <li>☛ Explain the mean of pilgrim and pilgrimage</li> <li>☛ Examine and explore the meaning in a painting of the journey of Magi</li> <li>☛ Research places of Christian pilgrimage and present information using a media of pupil's choice</li> <li>☛ Write a letter from a Christian to a friend from a place of pilgrimage</li> </ul>	<u>Previous Learning</u> No prior learning  <u>What we will learn:</u> <ul style="list-style-type: none"> <li>☛ Pupils will understand that the Bahá'í is one of the youngest world religions</li> <li>☛ Explore how the Bahá'í faith started</li> <li>☛ Research the key symbols in the Bahá'í faith</li> <li>☛ Explain the places of worship and the significance of the designs</li> <li>☛ Research and present information about special days and events in the Bahá'í faith</li> </ul>