



Religious Education Medium Term Plan (Coverage in line with the Leicestershire Agreed Syllabus 2021 – 2026)

NB: Key for unit learning outcomes

Making sense of beliefs

Making connections

Understanding the impact

Foundation

Autumn 1: Unit F4 - Being Special (Where do we belong?)

Unit learning outcomes		Teaching overview
<ul style="list-style-type: none"> Retell religious stories making connections with personal experiences Share and record occasions when things have happened in their lives that made them feel special Recall what happens at a traditional Christian infant baptism and dedication Recall what happens when a baby is welcomed into a religion other than Christianity 		<ol style="list-style-type: none"> What makes us feel special? What makes many Christians feel they are special to God? Discuss how Christians believe that everyone is special and precious to God Where do you belong? How do you know you belong? What groups do religious people belong to? Discuss groups they belong to and how belonging makes you feel. Recognise symbols and badges which show belonging, including religious ones How do we show people they are welcome? How are babies welcomed into a Christian family? Talk about how babies are welcomed and discuss what happens at a traditional infant baptism. How are some babies welcomed into the Muslim tradition? Discuss how babies are welcomed into Islam (Aqiqah ceremony)
<ul style="list-style-type: none"> Unique Valuable Belief Religion Christian Jesus 	<ul style="list-style-type: none"> Disciples Bible Baptism Muslim Hindu Raksha Bandhan 	

Autumn 2: F2 - Why is Christmas special for Christians?

Unit learning outcomes		Teaching overview
<ul style="list-style-type: none"> Talk about people who are special to them Say what makes their family and friends special to them Recall simply what happens at a traditional Christian festival (Christmas) Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus Retell religious stories, making connections with personal experiences. 		<ol style="list-style-type: none"> Use a story sack to introduce the Christmas story. Discuss what Christians might say – Jesus is most important: that God came to Earth as Jesus (incarnation). Act out the story using props/costumes. Discuss birthdays. Explore box of birthday props. Link to Jesus' birthday and Christmas celebrations. Explore box containing traditional Christmas artefacts including the nativity scene. Share some traditional carols and discuss where and why Christians sing carols. Discuss Christmas presents. Link to the wise men who gave Jesus gifts. Reinforce the most important gift to Christians was Jesus. Provide follow up activities to respond to the Christmas story through continuous provision.
<ul style="list-style-type: none"> Mary Joseph Jesus Crib Stable Wise men Angels 	<ul style="list-style-type: none"> Shepherds Bethlehem Christmas story Bible Precious Gift 	



Spring 1: Unit F6 - Which stories are special and why?

Unit learning outcomes		Teaching overview
<ul style="list-style-type: none"> • Talk about some religious stories • Recognise some religious words e.g. about God • Identify some of their own feelings in the stories they hear • Identify a sacred text e.g. Bible, Qu'ran • Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the ten lepers teaches about saying 'thank you', and why it is good to thank and be thanked; what the Chanukah story teaches Jews about standing up for what is right), etc. 		<ol style="list-style-type: none"> 1. Discuss what is special to us, special books and our favourite stories. Identify some of their own feelings in the stories they hear. Talk about the Bible being the Christians' holy book and look at a range of bibles. Introduce pupils to the holy book for Muslims; name and identify features of the Qur'an. 2. Share stories from the Bible: E.g. Read the story 'Jesus calms the storm' discuss the meaning behind the story. E.g. Listen to and talk about the story of David and Goliath. Discuss David being described as brave. Think about words Christians might use to describe God. E.g. Share the story of Zacchaeus. How can a story from the Bible show a Christian how to treat other people? What story shows Jesus being a friend and caring for others?
<ul style="list-style-type: none"> • Special book • Holy/sacred book • Bible • David and Goliath • Zacchaeus • Tax collector 	<ul style="list-style-type: none"> • Muhammad • Mount Hira • Qur'an • Respect • Allah 	

Spring 2: Unit F3 - Why is Easter so special to Christians?

Unit learning outcomes		Teaching overview
<ul style="list-style-type: none"> • Recognise and retell stories connected with celebration of Easter • Say why Easter is a special time for Christians • Talk about ideas of new life in nature • Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature • Talk about some ways Christians remember these stories at Easter. 		<ol style="list-style-type: none"> 1. Recall any stories the children have heard about Jesus. Unpack a bag containing items relating to Palm Sunday – ask children what they think they are for. Tell the story of Palm Sunday. Discuss how Christians celebrate it today. 2. Look at a palm cross – compare it with the palm leaves from Palm Sunday. Compare with hot cross buns. Use a story or video clip to tell the rest of the Easter story focussing on the resurrection. 3. Discuss Jesus coming back to life and that's why Easter is a happy festival for Christians. Explain this is why eggs are linked to Easter – new life.
<ul style="list-style-type: none"> • Palm Sunday • Hosanna • Cross • Crucified • Resurrection 	<ul style="list-style-type: none"> • Cave, tomb • Easter • Celebration • Festival 	



Summer 1: F5 - What places are special and why?

Unit learning outcomes		Teaching overview
<ul style="list-style-type: none"> • Talk about somewhere that is special to themselves, saying why • Recognise that some religious people have places which have special meaning • Talk about the things that are special and valued in a place of worship • Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God • Get to know/use appropriate words to talk about thoughts/feelings when visiting a church • Express a personal response to the natural world. 		<ol style="list-style-type: none"> 1. Discuss favourite places in school and out of school. Discuss a church being a special place for Christians. Look at pictures of different types of churches. Look at the internal and external features of a church. Discuss what makes a church special to Christians. Visit a virtual church/church. 2. Discuss a mosque being a holy building for a Muslim. Show pictures of different types of mosques. Talk about some of the significant features of a Mosque. Visit or make a virtual tour of a mosque. Look at similarities and differences between a church and a mosque. 3. Discuss what is needed to make a special place of our own. Go on a nature walk and handle/explore natural objects that inspire awe and wonder – talk about how special our world is.
<ul style="list-style-type: none"> • Special place • Church • mosque • Holy • Font • Cross • Candle 	<ul style="list-style-type: none"> • altar • prayer hall • washing area • prayer mat • minaret • special, reflection • Stained glass window 	

Summer 2: F1 - Why is the word 'God' so important to Christians?

Unit learning outcomes		Teaching overview
<ul style="list-style-type: none"> • Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world • Retell stories, talking about what they say about the world, God, human beings • Think about the wonders of the natural world, expressing ideas and feelings • Say how and when Christians like to thank their Creator • Talk about what people do to mess up the world and what they do to look after it. 		<ol style="list-style-type: none"> 1. Discuss the world, animals, sun, moon, nature. Discuss things they find interesting, puzzling, and wonderful about the world. Introduce the idea that quite a few people around the world think the whole world was created by God. Share the Creation story from the Bible. Talk about the idea of a Creator and the idea that Christians, Jews and Muslims have about God as Creator. 2. Discuss how Christians like to praise the creator through prayers and singing. 3. Talk about how special the word 'God' is because they believe he is creator. Make links between how Christians think God is amazing and so are careful with how they use his name and how they think the world is amazing and so try to treat it well.
<ul style="list-style-type: none"> • Interesting, puzzling, wonderful • God • Creation • Creator • Harvest 		



NB: Key for unit learning outcomes

Making sense of beliefs

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Year 1&2 - Cycle A

Autumn 1 Unit 1:1 - What do Christians believe God is like?

Unit learning outcomes	Teaching overview
<p>Make sense of belief: Identify what a parable is Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father Give clear, simple accounts of what the story means to Christians</p> <p>Understand the impact: Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others) Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God)</p> <p>Make connections: Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas Give a reason for the ideas</p>	<ol style="list-style-type: none"> 1. Share the story of The Lost Son (Luke 15:1-2, 11-32). Draw out the theme of forgiveness. Refer to the main question of the unit. What is the story saying God is like? Relate to the stories the Lost Coin and The Lost Sheep – what are these stories saying about God? 2. Explore forgiveness. How do we forgive in school/out of school? 3. Think about ways that Christians might show how glad they are that God loves them so much – produce a thought shower. 4. <i>Explore the four main types of prayer for Christians – discuss the Lost Son, what types of prayers might the characters say at different parts of the story?</i> 5. <i>Refer back to the core question. Talk to a Christian about how this makes a difference to how they live.</i>
<ul style="list-style-type: none"> • Forgiveness • Parable • Message • Hidden meaning • Prayers 	



Year 1&2 - Cycle A

Autumn 2 Unit 1.2 - Who do Christians say made the world?

Unit learning outcomes		Teaching overview
<p>Make sense of belief: 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</p> <p>Understand the impact: Give at least one example of what Christians do to say 'thank you' to God for Creation</p> <p>Make connections: Think, talk and ask questions about living in an amazing world 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>		<ol style="list-style-type: none"> 1. Explore the idea that created things have creators: look at objects and discuss what they think the creators were like. Look at objects from the natural world - suppose they had a creator, what do they think they are like? Introduce the idea that many people (Jews, Muslims, Christians) believe there is a creator of the world – God. Share Genesis 1, The Creation Story. 2. Look at thank you prayers Christians might say about the world or praise prayers about the creator. 3. Investigate grace prayers before eating. Discuss why people might say them. 4. Make links with Harvest, where Christians traditionally thank God for creation, giving and sharing to those in need. Discuss the things pupils are grateful for in their lives. 5. What questions might they ask the creator? Some people don't believe there is a creator, so talk about whether there are similar or different questions about our amazing Universe if there is no creator.
<ul style="list-style-type: none"> • Creator • Creation • Genesis 	<ul style="list-style-type: none"> • Prayers • Grace • World • Universe 	



Year 1&2 - Cycle A

Autumn 2 Unit 1.3 - Why does Christmas matter to Christians?

Unit learning outcomes	Teaching overview
<p>Make sense of belief: Recognise that stories of Jesus' life come from the Gospels Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians</p> <p>Understand the impact: Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas</p> <p>Make connections: Think, talk and ask questions about Christmas for people who are Christians and for people who are not Decide what they personally have to be thankful for, giving a reason for their ideas.</p>	<ol style="list-style-type: none"> 1. Look at a picture of baby Jesus from Christian tradition. What can pupils tell about him from the picture? Most Christians believe he was very special – not an ordinary baby but God on Earth. Introduce the word incarnation meaning 'God in the flesh'. 2. Talk about getting a bedroom ready for a new baby. What would families do to prepare? Imagine the new baby is 'God come to Earth' – what kind of room do the pupils expect would be suitable for this baby? Who might come and visit? 3. Tell the story of the Nativity from the Gospel of Luke, chapters 1 and 2. You could use a Christmas story trail (e.g. Experience Christmas from Jumping Fish). Set up some stations: Gabriel visits Mary; journey to Bethlehem; Jesus born and placed in manger; angels appear to shepherds; shepherds visit Mary. Pupils hear the story at each station then go back to their places and draw pictures/write sentences to retell the story. 4. Talk about Jesus' birth in the outhouse/stable – what were conditions like, and who visited? Luke's story talks about Jesus' birth being 'good news'. Talk about who it might be good 5. Introduce the word 'advent', when Christians prepare for Jesus' arrival. Find out about some Advent traditions (e.g. Advent wreath, candle, calendar; making a crib scene, etc.) 6. <i>Make connections with the kinds of decorations people put up for birthdays with those put up by Christians for Jesus' birthday. What decorations would connect with the story in Luke? Which ones are not connected to the Bible, but to other secular (non-religious) Christmas traditions?</i> 7. <i>People give gifts and they also say 'thank you' at Christmas. Ask pupils to create the 'thank you' prayers of all the characters in the Nativity story in Luke. Think about all the people pupils would like to thank at Christmas time.</i>
<ul style="list-style-type: none"> • Incarnation • Nativity • Gospel • Luke • Good news • Vicar • Priest • Vestments • Advent 	



Year 1&2 - Cycle A

Spring 1 (World Religion Day) Unit 1.6 - Who is Muslim and how do they live?

Unit learning outcomes	Teaching overview		
<p>Make sense of belief: Recognise the words of the <i>Shahadah</i> and that it is very important for Muslims Identify some of the key Muslim beliefs about God found in the <i>Shahadah</i> and the 99 names of Allah, and give a simple description of what some of them mean Give examples of how stories about the Prophet show what Muslims believe about Muhammad</p> <p>Understand the impact: Give examples of how Muslims use the <i>Shahadah</i> to show what matters to them Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) Give examples of how Muslims put their beliefs about prayer into action</p> <p>Make connections: Think, talk about and ask questions about Muslim beliefs and ways of living Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.</p>	<ol style="list-style-type: none"> 1. Discuss that to some people God is very important. The Re-cap on the Muslim word for God is Allah. What do Muslims think about God? Introduce the idea of the 99 names for God and that these are in the Qur'an. Explore some of the names. 2. Who was the Prophet Muhammad and why is he important to Muslims? Share the story of Muhammad and the Cat. Share other stories which demonstrate how the prophet Muhammad inspired people and discuss how the stories show this (Muhammad and the Black Stone). Discuss leaders. List the qualities of a good leader. Discuss the concept of being inspired and affecting how people live and how the prophet is an inspiration for Muslims on how to live their lives. 3. What can people learn from Muslim holy words? Recall the Shahadah and the role of Muhammad as the messenger from God. Focus on the Qur'an and ask pupils why they think it may be on a stand and covered. Share the story of the first revelation of the Qur'an to Muhammad, in a cave on Mount Hira by the angel Jibril. Explain that the words recited were written down and became the Holy Qur'an. (Refer to resources on the Night of Power). 4. Look at how Muslims treat the Qur'an (Read and studied, children learn Arabic so they can read it, some Muslims learn all the 112 chapters (surahs) – these Muslims are called Hafiz, treat it with care, wash their hands before using it, place it on a stand, keep it high up etc.) Discuss that the Qur'an is a guide telling Muslims how to live their lives. 5. What difference does worshipping God make to Muslims? – introduce the term ibadah (worship). Introduce the 5 Pillars of Islam (belief, prayer, charity, fasting, pilgrimage). Focus on belief (shahadah) and prayer (salah). 		
<table border="0"> <tr> <td data-bbox="76 1038 499 1406"> <ul style="list-style-type: none"> • Inspired • Inspiration • Shahadah • Messenger • Qur'an • First revelation • Mount Hira • Angel Jibril • Night of Power </td> <td data-bbox="499 1038 1167 1406"> <ul style="list-style-type: none"> • Arabic • Surahs • Hafiz • ibadah (worship) • 5 Pillars of Islam • Belief (Shahadah) • Prayer (salah) • Charity • Fasting • Pilgrimage </td> </tr> </table>	<ul style="list-style-type: none"> • Inspired • Inspiration • Shahadah • Messenger • Qur'an • First revelation • Mount Hira • Angel Jibril • Night of Power 	<ul style="list-style-type: none"> • Arabic • Surahs • Hafiz • ibadah (worship) • 5 Pillars of Islam • Belief (Shahadah) • Prayer (salah) • Charity • Fasting • Pilgrimage 	
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Year 1&2 - Cycle A

Spring 2 Unit 1.5 - Why does Easter matter to Christians?

Unit learning outcomes	Teaching overview
<p>Make sense of belief: 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 (Jesus rescuing people)</p> <p>Understand the impact: Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter</p> <p>Make connections: 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>	<ol style="list-style-type: none"> 1. Introduce the story of Holy Week. Share the Easter story through labyrinth trail (or other). Include: 1) The entry into Jerusalem e.g. John 12:12–15; 2) Jesus' betrayal and arrest at the Mount of Olives e.g. Luke 22:47–53; 3) Jesus dies on the cross e.g. Luke 23:26–56; 4) The empty tomb e.g. Luke 24:1–12; 5) Jesus' appearance to Mary Magdalene and the disciples: John 20:11–23. Discuss emotions at different parts of the story. Create a story map or similar to help them to remember the different parts of the story. 2. Connect the idea of eggs, new life and the belief in Jesus' resurrection. Look at decorated Easter eggs – make some model eggs and decorate with scenes from Easter Sunday. Talk about the Christian belief that Jesus rises from death (resurrection) on the Sunday after his death, and how this shows Christians that Jesus has opened up a way for them to have a new life after they die – a life with God in heaven. Introduce the idea of 'salvation' – for Christians, Jesus offers to save them from death. Talk about why this is important for Christians – talk about the hope Christians have that heaven is a place without pain or suffering – a place of joy.
<ul style="list-style-type: none"> • Holy week • Easter story • Resurrection • Easter Sunday • New life • Salvation • Heaven • Palm Sunday • Stations of the cross • Hot cross buns • Good Friday • Good news 	<ol style="list-style-type: none"> 3. Find out about how churches celebrate different parts of Holy Week, e.g. Palm Sunday crosses; Good Friday (church services, hot cross buns, Stations of the Cross); Easter Sunday (joyful songs, decorating crosses in church, giving and eating eggs). Connect these practices with the events in the story. 4. Ask pupils why people find it helpful to believe that there is life in heaven after death. Make a link with the idea that, for Christians, Jesus brings good news (see Unit 1.4). Give pupils time to reflect on the way the story changes from sadness to happiness, or from darkness to light. Give them a chance to paint some dark marks on a page, perhaps listening to some quiet music, then to paint some bright colours, with joyous music accompanying. Ask them to talk about what it might feel like when something good happens after something sad.



Year 1&2 - Cycle A

Summer 1 Unit 1.4 - What is the 'good news' Christians believe Jesus brings?

Unit learning outcomes	Teaching overview
<p>Make sense of belief: Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news' Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians Recognise that Jesus gives instructions to people about how to behave</p> <p>Understand the impact: Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession)</p> <p>Make connections: Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas.</p>	<ol style="list-style-type: none"> 1. Discuss the 12 disciples. Share the story, Matthew the tax collector (Matthew 9:9–13). Explore how and why Matthew's life was changed by his encounter with Jesus, These accounts are part of the 'Gospel' of Jesus, meaning 'good news'. What was the 'good news' that Jesus brought? 2. Discuss forgiveness: Luke 6:37–38. Talk about why forgiveness from God is good news for Christians and why forgiveness from people is important for all of us. Find out how Christians say sorry to God, and receive forgiveness. 3. Discuss Peace: In John 14:27 4. Explore some ways in which Christians try to bring Jesus' 'good news' to others. For example, just like Jesus was 'friend to the friendless', Christians try to help people in need, e.g. local food bank; working with homeless people – look at Trinity Church, Cheltenham (trinitycheltenham.com) or St George's Crypt, Leeds (www.stgeorgescrypt.org.uk). 5. <i>Ask pupils to investigate a church building and find out how it helps Christians remember the ways in which Jesus' life and teaching offers them 'good news': where can Christians find friendship, peace and forgiveness in this place? E.g. how is prayer encouraged? (E.g. candles.); does it feel peaceful? Are there groups who promote friendship in this church? (Note that this leads well into Unit 1.8, which talks about what makes some places sacred to believers.)</i>
<ul style="list-style-type: none"> • Disciples • Gospel • Good news • Forgiveness 	



Year 1&2 - Cycle B

Autumn 1 Unit 1:10 - What does it mean to belong to a faith community?

Unit learning outcomes		Teaching overview
<p>Make sense of beliefs: 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> <p>Understand the impact: 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> <p>Make connections: 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 community, for people in faith communities and for themselves, giving a good reason for their ideas.</p>		<ol style="list-style-type: none"> 1. Discuss belonging and different objects/symbols associated with belonging 2. Look at symbols/objects which show that Christians/Muslims and Jewish people belong. 3. Explore the idea of everyone being valuable. Share the stories of the Lost Coin (Luke 15:8-10). Also share the story of The Lost Sheep (Luke 15:1-7) and discuss both stories in terms of belonging. Discuss the Jewish commandment that says love your neighbours (Leviticus 19:18) and the Muslim teaching saying, 'None of you is a good Muslim until you love for your brother and sister what you love for yourself'. Non-religious people may say, 'Treat others as you would be treated yourself'. 4. Discuss what matters about being in a community. Talk to someone who is Christian and someone from another religion about what is good about being in a community. 5. <i>Recap from YR and then explore in more detail how Christians and Muslims welcome a new baby.</i> 6. <i>Explore Christian and Jewish wedding ceremonies and non-religious weddings such as in a Registry Office.</i>
<ul style="list-style-type: none"> • Cross, crucifix • Rosary • Bible • Ka'aba • Prayer cap (taqiyah) • Prayer mat • Qur'an • Allah • Mosque • Shabbat • Kiddush cup • Challah bread 	<ul style="list-style-type: none"> • Baptism • Christening • Allahu Akbar • Call to prayer • Marriage • Promises • Vows • Chuppah • Registry office • Community 	



Year 1&2 - Cycle B

Autumn 2 unit 1.8 - What makes some places scared to believers?

Unit learning outcomes	Teaching overview		
<p>Make sense of belief: Recognise that there are special places where people go to worship, and talk about what people do there Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship</p> <p>Understand the impact: Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe Give simple examples of how people worship at a church, mosque or synagogue Talk about why some people like to belong to a sacred building or a community</p> <p>Make connections: Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.</p>	<ol style="list-style-type: none"> 1. Discuss the terms holy and sacred. What makes things or places special, holy or sacred? Discuss where is a special place for believers to go, use picture stimuli. Introduce the terms 'sacred' and 'holy'. Sort artefact pictures (Revision Foundation) 2. Discuss church as a sacred place for Christians to worship. (Recap on pictures of different churches shown in Foundation). Visit the local church. Reflect and discuss why the church is important to believers. 3. Discuss a synagogue as an important place of worship for Jews. Virtual synagogue/Visit. Sort pictures inside a church and inside a synagogue 4. <i>Look at local church website and community groups/social events held at the church. Discuss events held at the synagogue. Discuss their role in the community.</i> 		
<table border="0"> <tr> <td data-bbox="76 1078 539 1471"> <ul style="list-style-type: none"> • Sacred • Holy • Place of worship • Altar • Cross • Crucifix • Font • Lectern • Candles • Symbol of light </td> <td data-bbox="539 1078 1167 1471"> <ul style="list-style-type: none"> • Stations of the cross • Pulpit • Synagogue • Ark • Ner tamid • Torah scroll • Tzitz (tassels) • Tefillin • Tallit • Kippah • Chanukiah </td> </tr> </table>	<ul style="list-style-type: none"> • Sacred • Holy • Place of worship • Altar • Cross • Crucifix • Font • Lectern • Candles • Symbol of light 	<ul style="list-style-type: none"> • Stations of the cross • Pulpit • Synagogue • Ark • Ner tamid • Torah scroll • Tzitz (tassels) • Tefillin • Tallit • Kippah • Chanukiah 	
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Year 1&2 - Cycle B

Spring 1 (World Religion Day): Who is Jewish and how do they live?

Unit learning outcomes	Teaching overview		
<p>Make sense of belief: Recognise the words of the Shema as a Jewish prayer Retell simply some stories used in Jewish celebrations (e.g. Chanukah) Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like</p> <p>Understand the impact: Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) Make links between Jewish ideas of God found in the stories and how people live Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat)</p> <p>Make connections: Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.</p>	<ol style="list-style-type: none"> 1. Discuss special items in their homes. Introduce special religious objects that may be found in a Jewish home. Display pictures to be re-visited later in the unit. 2. Introduce the mezuzah and the Shema prayer. 3. Discuss how and why Jewish people celebrate Shabbat. 4. Share the story of Sukkot and the celebration. Introduce what a sukkah is. 5. Share the story of Chanukah and discuss how Jewish people celebrate the festival (2 lessons) 		
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<ul style="list-style-type: none"> • Star of David • Mezuzah • Shema • Candlestick • Challah bread • Shabbat table • Sedar plate • Matzah cover • Chanukiah • Kippah • Kiddush cup 	<ul style="list-style-type: none"> • Shabbat • Shabbat Shalom (peace) • Synagogue • Torah • Sukkot • Sukkah • Chanukah • Chanukiah • Dreidel • Latkes 		



Year 1&2 - Cycle B

Summer 2 Unit 1.9 - How should we care for the world and for others, and why does it matter?

Unit learning outcomes	Teaching overview
<p>Make sense of belief: Identify a story or text that says something about each person being unique and valuable Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world</p> <p>Understand the impact: Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories Give examples of how Christians and Jews can show care for the natural earth Say why Christians and Jews might look after the natural world</p> <p>Make connections: Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.</p>	<ol style="list-style-type: none"> 1. Recap – each person is unique & important. Use teachings to explain why Jews & Christians believe God values everyone (for Christians: Matthew 6:26, Mark 10), for Jews and Christians, teachings such as Psalm 8. For non-religious view, use the Golden Rule. 2. Talk about the benefits and responsibilities of friendship and the way people care for each other. Talk about characters in books (e.g. Piglet and Winnie the Pooh, The Rainbow Fish). Explore stories from the Christian Bible – Jesus’ special friends (Luke 5:1 – 11), four friends take a paralysed man to Jesus (Luke 5:17-26), The Good Samaritan (Luke 10:25-37); Jewish story of Ruth & Naomi (Ruth 1-4) 3. Learn that some religions believe that serving others and supporting the poor are important parts of being a religious believer. Learn about Tzedakah (charity) in Judaism. 4. Read a stories about how some people or groups are inspired to care for people because of their religious beliefs – Mother Theresa, Doctor Barnardo, the Jewish charity Tzedek, the Catholic aid charity CAFOD, non-religious charities such as WaterAid & Oxfam. 5. <i>Look carefully at some texts from different religions about the Golden Rule. Discuss how the Golden Rule can make life better for everyone.</i> 6. <i>Recall earlier teaching about Genesis 1. Investigate ways that people can look after the world and think of good reasons that this is important for everyone. Make links with the Jewish idea of tikkun olam (repairing the world) and Tu B’shevat (new year for trees)</i>
<ul style="list-style-type: none"> • Unique • Important • Responsibility • Friendship • 	<ul style="list-style-type: none"> • Tzedakah • Golden Rule • tikkun olam • Tu B’shevat



Religious Education Medium Term Plan (Coverage in line with the Leicestershire Agreed Syllabus 2021 – 2026)

NB: Key for unit learning outcomes

Making sense of beliefs

Making connections

Understanding the impact

Year 3&4 - Cycle A

Autumn 1 Unit L2.3 - What is the 'Trinity' and why is it important to Christians?

Unit learning outcomes	Teaching overview
<p>Make sense of belief: 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> <p>Understand the impact: Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live</p> <p>Make connections: 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>	<ol style="list-style-type: none"> Explore how and why water is used as a symbol of Christianity. Make link with why water is used in a baptism. Re-cap on the idea of a Gospel – a life story or biography of the life of Jesus. Tell the story from Matthew 3:13-17. Discuss. Ask for suggestions for the meaning of the water, the voice, the dove. Look at two paintings of the Baptism for example, by Verrocchio and Daniel Bonnell. Discuss the similarities and differences between how the different artists show God. Explain that Christians believe God is three in one – Father, son and Holy Spirit. They sometimes describe the Trinity according to their different roles: God the Father and Creator, God the Son and Saviour, and God the Holy Spirit as the presence and power of God at work in all life today. Ask pupils to list ways in which these pictures show this belief. Ask the class to make their own pictures of the baptism of Jesus which include symbols for the voice of God and the Holy Spirit. Ask pupils to draft a suggestion for a baptism prayer. From their learning about Jesus' baptism, what kinds of words do they think will be in the prayer? Look at real examples. Investigate Christian baptism for a baby and an adult. List what the water represents. Return to the unit question – Ask pupils to express their response through art.
<ul style="list-style-type: none"> Water Symbol Gospel biography Christianity Father 	<ul style="list-style-type: none"> Son Holy Spirit Trinity Baptism



Year 3&4 - Cycle A

Autumn 2 Unit L2.10 - How do festivals and family life show what matters to Jewish people?

Unit learning outcomes	Teaching overview
<p>Make sense of belief: Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people Offer informed suggestions about the meaning of the Exodus story for Jews today</p> <p>Understand the impact: Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities</p> <p>Make connections: Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas.</p>	<ol style="list-style-type: none"> 1. Ask pupils to recall the Creation Story and the celebrating of Shabbat (holy day of rest). Watch video of how a family prepares. 2. Explore the festivals Rosh Hashannah and Yom Kippur. Share the story of Jonah and the Big Fish. Discuss tashlich – casting off sins. 3. Explore why Pesach is important to Jewish people. Share the story of Exodus. Find out how the Hebrews were freed from slavery. Discuss what leadership qualities Moses showed. Explain the Sedar meal. 4. Why are commandments and blessings important to Jewish people? Share the story of the 10 Commandments from the Torah and Moses receiving them – Diamond 8 activity. 5. <i>Blessings – Explain that Jewish people think it is also important to follow other guidance. Explain the Talmud (saying thank you 100 times). Learn the opening words of the Jewish blessing, 'Baruch ata Adoni' (Blessed are you God). Explore other Jewish blessings (touching mezuzah on entry into house, seeing a rainbow, eating different foods). Compare and consider other family rituals of their own and other religions.</i>
<ul style="list-style-type: none"> • Creation Story • Shabbat (holy day of rest) • Rosh Hashannah • Yom Kippur • Tashlich • Pesach • Exodus • Moses • Sedar meal 	<ul style="list-style-type: none"> • 10 Commandments • Torah • Talmud • Baruch ata Adoni • Blessings



Year 3&4 - Cycle A

Spring 1 Unit L2.4 - What kind of world did Jesus want?

Unit learning outcomes	Teaching overview
<p>Make sense of belief: Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people' Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian</p> <p>Understand the impact: Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways</p> <p>Make connections: Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.</p>	<ol style="list-style-type: none"> 1. Share the account of Jesus calling his first disciples (Matthew 4:18-22). Discuss what Jesus asks these people to do. Discuss the Gospel and why people thought he and his message was 'good news'. Explain that this Gospel is part of a story which tells the life and teaching of Jesus. Why do they think Matthew included this story in his Gospel? 2. Look at other stories that show the kind of world Jesus wanted – the Story of the Healing Leper (Mark 1:40-44) and The Good Samaritan (Luke 10:25-37) – What kind of world did Jesus want? How did he want his followers to behave? 3. Look for evidence that churches are making the world like the one Jesus wanted – local church noticeboards, websites. Explore examples of Christian leaders going beyond everyday routines to show love for others – Keith Hebden. Discuss other people also wanting a better world – not just Christians. 4. Imagine a day/week in the life of a church leader – what do pupils think will be involved? Invite a church leader in to speak about their week.
<ul style="list-style-type: none"> • Disciples • Gospel • Church leader 	



Year 3&4 - Cycle A

Spring 2 Unit L2.10 - How do festivals and worship show what matters to a Muslim?

Unit learning outcomes		Teaching overview
<p>Make sense of belief: Identify some beliefs about God in Islam, expressed in Surah 1 Make clear links between beliefs about God and <i>ibadah</i> (e.g. how God is worth worshiping; how Muslims submit to God)</p> <p>Understand the impact: Give examples of <i>ibadah</i> (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> <p>Make connections: 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>		<ol style="list-style-type: none"> 1. Recall what pupils already know about ibadah – belief and the 5 Pillars. Introduce the meanings of the words ‘Islam’, ‘Muslim’ and ‘salaam (greeting), coming from the Arabic root word ‘slm’ (peace). Go over key words. 2. Read Surah 1 of the Qur’an, discuss what does it tell Muslims about what God is like? Explore how this chapter shows the nature of God in Islam (Tawhid – the oneness of God). 3. Why does prayer matter to Muslims? Build on prior knowledge – Muslims pray because they worship God, because he is creator, because he has no equals. Remind pupils that this section is about ibadah (worship), ritual prayer in a mosque is salah, private prayer is du’a. Watch video and discuss prayer movements and positions (rak’ah). Discuss quotes made by others about prayer. 4. Why is the mosque a special place for Muslims? Visit or virtual visit to mosque. Identify features. 5. What is Ramadan and why do Muslims celebrate at the end? Explain that one of the 5 pillars is sawm and discuss why Muslims fast. Share information on Eid-ul-Fitr (the end of Ramadan). How do festivals and worship show what matters to a Muslim? Reflection of what they have learnt.
<ul style="list-style-type: none"> • 5 Pillars of Islam • Ibadah (worship) • Iman (faith) • Messenger • Adhan (call to prayer) • Salat (prayer) • Sawm (fasting) • Zakat (charity) • Ramadan (fasting) • Hajj (pilgrimage) • Shahada • Iman (call to prayer) • Salah (ritual prayer) 	<ul style="list-style-type: none"> • Salaam (peace) • As-salaam alaikum (peace be with you) • Wa-alaikum as-salaam (and peace be with you too) • Qur’an • Surah • Al-Fatihah (The Opening) • Tawhid (oneness of God) • Eid-UI-Fitr • Du’a (private prayer) • Rak’ah (prayer positions) • Night of Power (Laylat-ul-Qqdr). 	



Year 3&4 - Cycle A

Spring 2 Unit L2.5 - Why do Christians call the day Jesus died 'Good Friday'?

Unit learning outcomes	Teaching overview
<p>Make sense of belief: Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live Offer informed suggestions about what the events of Holy Week mean to Christians Give examples of what Christians say about the importance of the events of Holy Week</p> <p>Understand the impact: 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> <p>Make connections: Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions.</p>	<ol style="list-style-type: none"> 1. Re-cap on the work on Holy Week – what can they remember? Talk about pupils' responses and reaction to the story: how did it make them feel? How do they think Christians will feel as they read this account? For people at the time, these three parts of the story provoke hope, sadness and joy - discuss 2. Get pupils to prepare to write a diary entry for Mary, the mother of Jesus, for three important days in Holy Week: Palm Sunday (entry to Jerusalem: Matthew 21:7–11); Good Friday (Jesus' death: Luke 23:13–25, 32–48); and Easter Sunday (Jesus is raised to life: Luke 24:1–12). Create an emotion graph for Mary for the week to help. Would Mary call the day Jesus died 'Good Friday'? Would she say something different on Sunday? 3. Use visits, visitors, church websites and church programme cards to find photos and other information about what different churches do on Palm Sunday, Good Friday and Easter Sunday (e.g. types of service, music, readings, actions and rituals, colours, decorations). Use this BBC clip to explore these ideas more fully: www.bbc.co.uk/programmes/p02mww94.
<ul style="list-style-type: none"> • Sin • Holy Week • Palm Sunday • Good Friday • Easter Sunday • Salvation 	



Year 3&4 - Cycle A

Summer Unit L2.12 - How and why do people try to make the world a better place?

Unit learning outcomes	Teaching overview		
<p>Make sense of belief: Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin) Make links between religious beliefs and teachings and why people try to live and make the world a better place</p> <p>Understand the impact: Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. <i>tikkun olam</i> and the charity Tzedek) Describe some examples of how people try to live (e.g. individuals and organisations) Identify some differences in how people put their beliefs into action</p> <p>Make connections: Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views.</p>	<ol style="list-style-type: none"> 1. Discuss what's wrong with the world? Discuss is there a single explanation for these things. Discuss religious views and non-religious about how to put things right. 2. How can the 'Golden Rule' help people to work out how to make the world a better place? Look at different versions for different religions - discuss ways they would like to be treated by others in school. 3. Repairing the world, rescuing the Earth – what can we learn from the Jewish idea? Discuss the teaching of tikkun olam and Tzedek and the celebration of Tu B'shevat. How do Muslims try to make the world a better place? Discuss generosity and share the story of the two brothers (P10 of additional resources). Introduce pupils to the idea of zakah (or zakat) – almsgiving. 4. How do non-religious people try to make the world a better place? Discuss the Golden Rule and Humanists. Reflect on values, put into 'Better World recipe'. 5. <i>Who is inspired by Jesus' example of sacrifice? Explain that most people believe that Jesus was not just a good teacher, but he sacrificed his life to save humanity and most Christians follow this example by putting the needs of others before their own. Research the life of an inspirational Christian - (e.g. Desmond Tutu, Martin Luther King Jr, Mother Teresa, etc.). Consider how their religious faith inspired and guided them in their lives, and their contribution to making the world a better place.</i> 		
<table border="0"> <tr> <td data-bbox="76 1078 504 1307"> <ul style="list-style-type: none"> • Religious/non-religious views • Golden Rule • tikkun olam • Tzedek • Tu B'shevat. </td> <td data-bbox="504 1078 1167 1307"> <ul style="list-style-type: none"> • Sacrifice • Inspirational • zakah (or zakat) • almsgiving • Humanist </td> </tr> </table>	<ul style="list-style-type: none"> • Religious/non-religious views • Golden Rule • tikkun olam • Tzedek • Tu B'shevat. 	<ul style="list-style-type: none"> • Sacrifice • Inspirational • zakah (or zakat) • almsgiving • Humanist 	
<ul style="list-style-type: none"> • Religious/non-religious views • Golden Rule • tikkun olam • Tzedek • Tu B'shevat. 	<ul style="list-style-type: none"> • Sacrifice • Inspirational • zakah (or zakat) • almsgiving • Humanist 		



Year 3&4 - Cycle B

Autumn 1 Unit L2.11 - How and why do people mark the significant events of life?

Unit learning outcomes	Teaching overview
<p>Make sense of belief: 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> <p>Understand the impact: 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> <p>Make connections: 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 ceremonies Give good reasons why they think ceremonies of commitment are or are not valuable today.</p>	<ol style="list-style-type: none"> 1. What does the idea of the journey of life mean? Discuss why life is sometimes referred to as a journey. Ask pupils to think about the most important things that have happened to them so far. Explain that some people take a religious journey. They may take part in special ceremonies on their life journey. 2. Explore the significance of baptism to Christians – what happens? What does it mean? 3. How do Jewish people mark becoming an adult? Bar/Bat Mitzvah 4. Discuss how Hindu religious practices and beliefs are based on a set of holy scriptures (the Vedas). The performance of duties (dharma) are according to the individuals nature. Explore Hindu belief that life is a journey from one body to another. And each life is a journey from birth to death. Explore the word reincarnation. Watch film clip and discuss. Find out about the first of the 'Samskaras' (life- stage rituals) a child's naming ceremony and also the sacred thread ceremony. 5. Discuss why people get married and what wedding ceremonies show us about commitment, love and promises. Share the core principles shared by most religions. Look at a Christian wedding in more detail.
<ul style="list-style-type: none"> • Baptism • Bar/Bat Mitzvah • Vedas • Reincarnation • Dharma • Samskaras • Thread ceremony • Gayatri mantra 	



Year 3&4 - Cycle B

Autumn 2 Unit L2.2 - What is it like for someone to follow God?

Unit learning outcomes	Teaching overview
<p>Make sense of belief: Make clear links between the story of Noah and the idea of covenant</p> <p>Understand the impact: Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony</p> <p>Make connections: Make links between the story of Noah and how we live in school and the wider world.</p>	<ol style="list-style-type: none"> 1. Introduce pupils to the Bible – Old and New Testaments, books, chapters and verse. Teach them how to find their way around using book, chapter and verse. Explain that the Old Testament is many years before Jesus was born. Read the story of Noah from Genesis 6:5 – 9:17. Discuss. List Noah’s qualities making him be chosen and what Noah does in obedience to God. 2. Discuss the rules God gives Noah after the flood (Genesis 9:1–7). Compare this with the commands in Genesis 1:28 and 2:15–17 (link with Unit L2.1 Explain that when God gives rule to Noah, he makes a covenant, ‘a pact’ (Genesis 9:8 -17). Collect the promises he makes in the story. Discuss how the rainbow is used as a sign of hope. 3. Think about agreements,/pacts, covenants people make. Remind pupils that God in the story of Noah was trying to do away with evil in the world and make it a better place. List what pupils think we could do without to make the world a better place. 4. Come up with a list of people who make promises. Recap on promises in a Christian wedding. Remind pupils how many Jews and Christians use the rainbow as a reminder of God’s promise. Ask pupils to identify some symbols that show promises, commitment and hope at a wedding and also other situations. Recall the unit question and discuss - Christians say it includes trusting God, obeying God, believing that God promises to stay with them and to forgive, and believing that God will do this.
<ul style="list-style-type: none"> • Old Testament • New Testament • Book • Chapter • Verse • Covenant • Promise • Commitment 	



Year 3&4 - Cycle B

Spring 1 (World Religion Day) Unit L2.7 - What do Hindus believe God is like?

Unit learning outcomes		Teaching overview
<p>Make sense of belief: 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 <i>murtis</i> express about God</p> <p>Understand the impact: 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</p> <p>Make connections: 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>		<ol style="list-style-type: none"> 1. What do Hindu symbols and stories show about belief in Brahman? Discuss one word to describe God. Look at NATRE's Spirited Arts competition. Compare with the classes ideas. Discuss Hinduism – God is everything. Share a range of Aum symbols. Explain that many Hindus believe that it was the very first sound out of which the universe & used by Hindus to represent Brahman (God). Share the story of Svetaketu. Discuss how Hindus might describe God. 2. How many Hindu Gods are there? What can we find out about Hindu ideas about Brahman from looking at the images of deities? Discuss different aspects of a person. Show six murtis (Brahma, Vishnu and Shiva (the <i>Trimurti</i>) and their consorts, Saraswati, Lakshmi and Parvati. Describe what they can see. Explain that although they seem to be six different gods/goddesses, there is only one God in Hinduism. Each image is an attempt to show one aspect of Brahman. 3. What does Trimurti represent? Is the cycle of create, preserve, destroy important? Discuss cycles in nature. Explain that death is also part of some cycles – in Hinduism, death is seen as a necessary part of life. Focus on Shiva Nataraja (Lord of dance), Brahma and Vishnu. Explain why they are often grouped together and the Trimurti. 4. <i>What do Hindu deities show about Brahman? Discuss the use of Namaste and Brahman being in everything. In creatures it is called 'atman'. Pupils to think about how the spark of Brahman in everything affects actions of Hindus. Share the story of how Ganesh got his elephant head.</i> 5. Discuss Hindu worship at home – set up a puja tray, discuss Watch a clip of worship in a Hindu home. (Link in with the next unit.)
<ul style="list-style-type: none"> • Hindu • Brahman • Aum • Svetaketu • Deities • Murtis • Brahma • Vishnu • Shiva • the <i>Trimurti</i> • Saraswati • Lakshmi • Parvati 	<ul style="list-style-type: none"> • Create • Preserve • destroy • Shiva Nataraja • Ganesh • puja tray • Namste • atman • Diwali • Rama • Sita • Diva lamp 	



Year 3&4 - Cycle B

Spring 1 (World Religion Day) Unit L2.8 - What does it mean to be a Hindu in Britain today?

Unit learning outcomes	Teaching overview
<p>Understand the impact: Describe how Hindus show their faith within their families in Britain today (e.g. home <i>puja</i>) Describe how Hindus show their faith within their faith communities in Britain today (e.g. <i>arti</i> and <i>bhajans</i> at the <i>mandir</i>; 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> <p>Make sense of belief: Identify the terms <i>dharma</i>, <i>Sanatan Dharma</i> and <i>Hinduism</i> and say what they mean Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (<i>dharma</i>)</p> <p>Make connections: 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.</p>	<ol style="list-style-type: none"> 1. How do Hindus show their faith at home? Introduce the word 'dharma' this describes a Hindu's whole way of life, there is no separation between religious, social and moral duties. Watch video clip about Hindu children. Recap on <i>Puja</i>. Discuss <i>dharma</i>. 2. How do Hindus show their faith when they are together? Watch film clip – girl from Leicester showing around Mandir. Introduce bhandans – worship songs. NB: Recap briefly on how Hindus celebrate Diwali – this festival is covered each year in an assembly. 3. Discuss what is it like to be a Hindu in Britain today. Discuss why a lot of Muslims came to Britain after the war to help to rebuild the country by government invitation. Look at examples of images of Hindu culture in Leicester. Discuss the positives that come from sharing in faith and rituals in family and community. Discuss similarities and differences between some of the other faiths studied and also non-faith. Invite in a Hindu person to discuss their faith in the local community.
<ul style="list-style-type: none"> • Dharma • Pooja • Mandir • Bhandan • Diwali • Rama • Sita • Rangoli • Aarti 	



Year 3&4 - Cycle B

Spring 2 Unit L2.6 - For Christians, when Jesus left, what was the impact of Pentecost? (Kingdom of God)

Unit learning outcomes	Teaching overview
<p>Make sense of belief: 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> <p>Understand the impact: Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now Describe how Christians show their beliefs about the Holy Spirit in worship</p> <p>Make connections: 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>	<ol style="list-style-type: none"> 1. Recall learning about belief in Jesus' death and resurrection. Many Christians say Jesus was raised to new life to bring in a new 'kingdom' where God rules in people's lives. The Bible says that Jesus went to heaven after his resurrection, leaving his disciples behind. They wanted to show everyone that God rules on Earth — but how? Ask pupils what they think happens next. The story says God sent his Holy Spirit to empower the disciples. 2. Read or tell the story of Pentecost (Acts 2:1–15, 22 and 37–41), using a suitable translation (e.g. the International Children's Bible on www.biblegateway.com). Ask 'I wonder ...' questions as you go: Why is the Spirit like a wind? Like a flame? Why do they appear drunk? Why did the people who listened come from 15 different countries? Give pupils part of some artwork that shows the story (e.g. from www.artbible.info) and ask pupils to sketch the rest of the picture, from the story. Compare with the original artwork to see what they included and left out. How have artists expressed the idea of the power of the Holy Spirit and the impact on the disciples and listeners? 3. In the final part of the chapter, Acts 2:41–47, 3,000 people accept Jesus as king of their lives, and join the 'kingdom of God'. Ask pupils to use the text to find out what these new followers of Jesus were told to do, what they did and how they felt. 4. Find out what churches do at Pentecost 5. Find out more about Christian beliefs about the Holy Spirit (e.g. bit.ly/2mfD7fG) and list the ways in which Christians believe the Holy Spirit helps them. 6. Look at the words of the Lord's Prayer: what clues does that give to what Christians might believe the kingdom of God should be like?
<ul style="list-style-type: none"> • Resurrection • Pentecost • Holy Spirit • Kingdom of God 	



Year 3&4 - Cycle B

Summer 1 Unit L2.1 - What do Christians learn from the Creation story?

Unit learning outcomes		Teaching overview
<p>Make sense of belief: Place the concepts of God and Creation on a timeline of the Bible's 'big story' Make clear links between Genesis 1 and what Christians believe about God and Creation Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world</p> <p>Understand the impact: Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth – some specific ways) Describe how and why Christians might pray to God, say sorry and ask for forgiveness</p> <p>Make connections: Ask questions and suggest answers about what might be important in the Creation story for Christians and for non- Christians living today.</p>	<ul style="list-style-type: none"> • Creation • Wonderful • Caretakers • Stewards • Celebrate • Creator 	<ol style="list-style-type: none"> 1. Share the Jewish/Christian creation story, Genesis 1:1-2:3 (Iain Storyteller Bible). What does the story suggest is wonderful about the world? What is god like in the story? Think about some 'wow' things that people have created. Talk about how they have looked after these things, make the connection with God wanting humans to look after the world. Look at Genesis 1:28–30. Ask children to make some detailed instructions about how God wants humans to look after the world. 2. Find some examples of how Christians try to look after the world – to be 'stewards' or 'caretakers'. 3. Find and listen to some songs and hymns that celebrate the Christian idea of God as creator. In groups, discuss what pupils think Christians could learn about God, humans, animals, nature, creation, and caring for the world from the creation story. Ask them to decide which are the most important two for Christians and why – allow a range of views. Talk about whether believing in God might make a difference to how people treat the Earth or not. Remind pupils that many people are not Christians and don't believe the world was created by God. Ask pupils to think of other reasons why nature/humans are important and why we should look after the world/each other. 4. See how the story continues: read Genesis 2:15–17 and chapter 3. Discuss how Adam and Eve went their own way, against God. Introduce the term 'the Fall', sins and how Christians say sorry and need to have that separation repaired (see units on Salvation).
<ul style="list-style-type: none"> • Caring • The Fall • Sins • Forgiveness • Salvation 		



Religious Education Medium Term Plan (Coverage in line with the Leicestershire Agreed Syllabus 2021 – 2026)

NB: Key for unit learning outcomes

Making sense of beliefs

Making connections

Understanding the impact

Year 5&6 - Cycle A

Autumn 1 Unit U2.1 - What does it mean if Christians believe God is holy and loving?

Unit learning outcomes	Teaching overview
<p>Make sense of belief: 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> <p>Understand the impact: Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed Show how Christians put their beliefs into practice in worship</p> <p>Make connections: 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.</p> <ul style="list-style-type: none">• Devine• Holy• Loving• Glory to god• Cathedral• Humanist	<ol style="list-style-type: none">1. Ask pupils to put together some words to describe a divine being, a god. If such a being existed, what would this god be like? Collect their ideas from their previous study of religions in RE, naming specific ideas from different traditions where they can. Explore what Christians believe about God, using a selection of Bible texts, e.g. Psalm 103 (a prayer of King David); Isaiah 6:1–5 (where a prophet has a religious experience); and 1 John 4:7–13 (where one of the followers of Jesus writes a letter about what God is like). Gather all the words and ideas describing what Christians believe about God and compare with pupils' ideas from the first section. Explore which parts of the texts talk about God being holy and which are about God being loving. Examine the difference between these ideas, coming up with good definitions of both terms.2. Listen to some Christian worship songs, both traditional and contemporary. Find some that talk about God and look closely to work out how much they emphasise the idea of God's holiness and/or love. (Modern songs can be found here: www.praisecharts.com/song-lists/top-100-worship-songs-of-all-time and a list of more traditional hymns from BBC Songs of Praise here: bbc.in/1PSm10Q).3. Medieval Christians built cathedrals 'to the glory of God'. Talk about what kind of God cathedrals suggest the builders had in mind. Investigate how different parts of cathedrals express ideas about God as holy and loving.4. Ask pupils to express creatively the Christian ideas they have learned about God in this unit. They should use symbols, images, signs and colours to represent the qualities and attributes explored. (Bear in mind the prohibition on depicting God in Judaism and Islam)5. Many people do not believe in God, so what kinds of guidelines for living might they draw up? Compare with Humanist ideas.



	<p>Consider whether these guidelines reflect more of a 'holy' or a 'loving' response to humanity: i.e. do they balance justice and mercy, are they more strict or relaxed, stern or forgiving? Discuss how far it is good that there are strict rules and laws in the UK, and how far it is good that people can be forgiven. Compare their own experiences: what are the advantages/disadvantages of having strict rules in a school (for example) or of being in a place where forgiveness is offered? What could the world do with more of?</p>
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Year 5&6 - Cycle A

Autumn 2 Unit U2.2 - Creation and Science: conflicting or complementary?

Unit learning outcomes		Teaching overview
<p>Make sense of belief: Identify what type of text some Christians say Genesis 1 is, and its purpose Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations</p> <p>Understand the impact: Make clear connections between Genesis 1 and Christian belief about God as Creator Show understanding of why many Christians find science and faith go together</p> <p>Make connections: Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views.</p>		<ol style="list-style-type: none"> 1. Read Genesis 1:1–2:3 – discuss. Suggest to pupils that this text is a detective story or a newspaper report. Ask them to find any evidence for or against these ideas. Ask them to suggest what type of writing/genre it is and why they think that. Think about the context of the story – it’s at least 2,500 years old and written within an ancient society/culture. 2. Look at ‘The Message’ translation. What clues are there that this is a poem? Discuss interpretation of its meaning. 3. Explore the scientific account of cosmology and evolution. Work out what difference it makes if someone interprets Genesis literally or poetically, when considering the connection between Genesis and Science. Ask pupils to come up with questions about the Genesis text and the beginnings of the Universe and life. Sort questions. Reflect on why some might say science and belief in creation are in conflict or complimentary. 4. Ask pupils how far they agree/disagree with the statement: Genesis explores why the universe and life exists. Science explores how the universe works the way it does. Come up with some questions science can definitely answer and some it does not. Look at the key question – ask pupils to give a written response, giving good reasons, and a creative response to the ideas explored. 5. <i>Find out about Christians who are scientists. Discuss how they reconcile their faith with their professional work.</i>
<ul style="list-style-type: none"> • Genesis • Cosmology • Evolution • Science 	<ul style="list-style-type: none"> • Conflict • Complementary • Universe 	



Spring 1 (World Religion Day) Unit U2.7 - Why do Hindus want to be good?

Unit learning outcomes	Teaching overview
<p>Make sense of belief: Identify and explain Hindu beliefs, e.g. <i>dharmā</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.</p> <p>Understand the impact: Make clear connections between Hindu beliefs about <i>dharmā</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>dharmā</i>, <i>karma</i>, <i>moksha</i>, etc. Give evidence and examples to show how Hindus put their beliefs into practice in different ways</p> <p>Make connections: Make connections between Hindu beliefs studied (e.g. <i>karma</i> and <i>dharmā</i>), and explain how and why they are important to Hindus Reflect on and articulate what impact belief in <i>karma</i> and <i>dharmā</i> might have on individuals and the world, recognising different points of view.</p>	<ol style="list-style-type: none"> 1. Recall learning about Brahman (God, Ultimate Reality) and <i>atman</i> (eternal self). Explain that the ideas of <i>dharmā</i>, <i>karma</i>, <i>samsara</i> and <i>moksha</i> are commonly held by Hindus, although described in a range of ways. 2. Explore the Hindu story from the Mahabharata, the 'man in the well' (www.indianetzone.com/50/man_well.htm) in a creative way; this presents one picture of the way the world is for a Hindu worldview: the <i>atman</i> is trapped in the physical body and wants to escape the terrible dangers, but the man is distracted by the trivial pleasures instead of trying to get out. This is a warning to Hindus that they should pay attention to finding the way to escape the cycle of life, death and rebirth. Use this to set the scene for learning about <i>karma</i>, <i>samsara</i>, etc. 3. Explore Hindu ideas of <i>karma</i> – the law of cause and effect, and how actions bring good or bad <i>karma</i>. Connect this with Hindu beliefs about <i>samsara</i> – the cycle of life death and rebirth travelled by the <i>atman</i> through various reincarnations, to achieve <i>moksha</i> (release from the cycle of <i>samsara</i>, and union with Brahman). Find out how and why the game of 'snakes and ladders' links with Hindu ideas of <i>karma</i> and <i>moksha</i>. Reflect on how these beliefs offer reasons why a Hindu might try to be good – to gain good <i>karma</i> and a better reincarnation, and ultimately release from <i>samsara</i>. 4. Explore Hindu ideas about the four aims of life (<i>purusharthas</i>): <i>dharmā</i>: religious or moral duty; <i>artha</i>: economic development, providing for family and society by honest means; <i>kama</i>: regulated enjoyment of the pleasures and beauty of life; <i>moksha</i>: liberation from the cycle of birth and rebirth/ reincarnation. Compare these with pupils' goals for living. Connect with the idea of <i>karma</i> – pursuing these aims contribute to good <i>karma</i>; doing things selfishly or in ways that harm others brings bad <i>karma</i>. 5. Hindus might describe life as a journey towards <i>moksha</i>; Hindu life is also part of a journey through different stages (<i>ashramas</i>), each with different duties. Look at the different <i>dharmā</i>/duties Hindus have at the four ashramas: student, householder, retired person, renouncer. How does the <i>dharmā</i> for these stages help Hindus to be good? Compare with the duties pupils have now, and ones they think they will have at later stages of life.



	<p>6. Consider some Hindu values and how they make a difference to Hindu life, individually and in community, e.g. ahimsa (non-violence) and satya (truthfulness). Connect these with ideas of <i>atman/karma</i> (all living beings have an eternal self/atman and so deserve to be treated well; learning the truth and speaking truthfully are ways of worshiping God).</p> <p>7. <i>Find out about some ways in which Hindus make a difference in the world-wide community. How does a Hindu way of life guide them in how they live? E.g. Mahatma Gandhi, Pandurang Shastri Athavale. Consider the value of the idea of karma and reincarnation: what difference would it make to the way people live if everything they did carries good or bad karma, affecting future rebirths? If no one escapes from this law of justice, how does that change how we view injustice now? Talk about how different people respond to this idea, including non-religious responses and the ideas of pupils themselves. What difference would it make to how they live? Why?</i></p>
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Spring 2 Unit U2.3 - Why do Christians believe Jesus was the Messiah?

Unit learning outcomes	Teaching overview
<p>Make sense of belief: Explain the place of Incarnation and Messiah within the 'big story' of the Bible Identify Gospel and prophecy texts, using technical terms Explain connections between biblical texts, Incarnation and Messiah, using theological terms</p> <p>Understand the impact: Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible</p> <p>Make connections: Weigh up how far the idea of Jesus as the 'Messiah' – a Saviour from God – is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for their answers.</p>	<ol style="list-style-type: none"> 1. Consider what kind of person is needed when people require help. Discuss the qualities they would need. Outline the situation of the People of God (see Guidance p.139) – their land occupied by enemy forces for over 500 years, hopeful that God would send them a saviour – the hoped-for 'Messiah'. List the qualities a Saviour would need. 2. Explore - Was Jesus the hoped-for Messiah? Give pupils the following Bible texts that point out the Jewish expectation: Isaiah 7:14; Isaiah 9:6–7; Isaiah 11:1–5; Micah 5:2. Read Matthew 1:18–24, 2:1–12 – look for evidence in Matthew's account that he saw Jesus as the Messiah 3. Ask pupils to express clearly an answer to the unit question, giving good reasons: Why do Christians believe Jesus was the Messiah?
<ul style="list-style-type: none"> • People of God • Saviour • Messiah 	



Summer 1 Unit U2.4 - Christians and how they live: 'What would Jesus do?'

Unit learning outcomes	Teaching overview
<p>Make sense of belief: Identify features of Gospel texts (for example, teachings, parable, narrative) Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts</p> <p>Understand the impact: Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives</p> <p>Make connections: Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives Articulate their own responses to the issues studied, recognising different points of view.</p>	<ol style="list-style-type: none"> 1. Examine Jesus' teaching about the two greatest commandments – to love God and love your neighbour (Matthew 22:36–40). How do these help Christians to decide how to live? Keep these commands in mind as pupils explore the following teachings. Christians might ask 'What would Jesus do?' as they encounter issues in life. So, what would Jesus do? Foundations for living: the wise and foolish builders: Matthew 7:24–27. Sermon on the Mount: Matthew 5–7. A healing miracle: The Centurion's Servant: Luke 7:1–10. Discuss. Answer questions posed in the plans. 2. Explore ways in which Christians try to use Jesus' words as their 'foundations for living': Prayer: recall the common components of Christian prayer – praise, confession, asking, thanking [see units 1.1 and 1.4]; find some examples of Christian prayers; what prayers might Christians say on the topics of justice, health, kindness or peace, linking to the Sermon on the Mount? 3. Justice: there are many people who are persecuted and who mourn; look at the work of Christian Aid in trying to bring justice www.christianaid.org.uk/whatwedo 4. Illness and healing: e.g. explore the work of www.leprosymission.org.uk and its connection with Jesus' life and teachings. 5. Turning enemies into friends: Jesus talks about turning the other cheek, not using violence: find out about Christian Peacemaker Teams, who stand between warring forces to stop violence
<ul style="list-style-type: none"> • Commandments • Miracle • Justice 	



Summer 2 Unit U2.5 - What do Christians believe Jesus did to 'save' people?

Unit learning outcomes	Teaching overview
<p>Make sense of belief: Outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it Explain what Christians mean when they say that Jesus' death was a sacrifice</p> <p>Understand the impact: 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> <p>Make connections: 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.</p> <ul style="list-style-type: none"> • Sacrifice • Incarnation • Salvation • Communion • Martyr 	<ol style="list-style-type: none"> 1. Explore what happened in Holy Week. All four Gospels describe the events but Mark 14–15 offers the most succinct account. Give pairs of pupils some short extracts (e.g. Last Supper, Garden of Gethsemane, Judas' betrayal and arrest, trial, Peter's denial, Pilate, crucifixion, death, burial, resurrection), asking them to decide how they would portray this scene in art, or do a freeze frame. Look at examples of artwork of these scenes (see jesus-story.net/index.htm) and see what differences there are with their ideas; talk about why the artists presented the way they did. How have they communicated the events? Get pupils to order the extracts. Talk about their responses: key moments, feelings, surprises, puzzles? How would they sum up the meaning of the story? 2. Consider who was responsible for Jesus' death: e.g. the Romans, the crowd, Pilate, the Jewish authorities, God, Jesus himself. Remind pupils of the wider context of the 'big story' (see Guidance p.128 of syllabus). What difference does this make to their ideas? Many Christians say that Jesus willingly gave his life to repair the damage done between humans and God (see sin and 'the Fall' Unit L2.1). Explore the mainstream Christian belief that Jesus's death was a sacrifice – a price he paid to save people from their sins and bring them back to God. Christians think of this in different ways, e.g. people deserve punishment for their sins but Jesus was punished in the place of everyone – he was a substitute; Jesus took everyone's sins as he died, lifting the burden from the believer; Jesus' example guides the lost back to God. How might Christians respond to the idea that Jesus



sacrificed his life for their sake? Remember that Christians believe Jesus' death was not the end.

3. Christians remember Jesus' death and resurrection throughout the year, particularly through the celebration of communion/the Lord's Supper. **Find out about how different Christian churches celebrate communion.** Talk about what symbols are, and then explore the **symbolism of the bread and wine**, linking with the **Passover celebration** (see Unit L2.10) but also connecting with **sacrifice – representing Jesus' body and blood.**
4. Some Christians follow Jesus' example even to the point of dying. Talk about what a martyr is and show images of the commemoration of **twentieth-century martyrs at Westminster Abbey** (bit.ly/2lrOQCP). Talk about what kinds of things people are prepared to die for. How much are pupils prepared to sacrifice for something they believe in? What would they sacrifice and for what? What would the whole class be prepared to do to bring health and life to others in need? Connect this with a Christian understanding of **Jesus' sacrifice bringing salvation.**
5. *Ask pupils to draft a short charter for the school, local community or the world (if they can get that far) to explain how far the idea of sacrifice is good and necessary for making the world a better place. They should make links with Christian ideas and Jesus' teachings. It is perfectly fine for them to say that sacrifice is not good, but they must offer good reasons and alternatives that will make the world a better place!*



Year 5&6 - Cycle B

Autumn 1 Unit U2.6 - For Christians, what kind of king is Jesus?

Unit learning outcomes	Teaching overview
<p>Make sense of belief: 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> <p>Understand the impact: Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice Show how Christians put their beliefs into practice in different ways</p> <p>Make connections: Relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) 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> <ul style="list-style-type: none"> • Heaven • Kingdom • Kingship • Kingdom parables • Prophets • Gracious • Humanity 	<ol style="list-style-type: none"> 1. This unit is about trying to transform the world. Talk about what a better world would be like. Gather ideas about some of the problems in the world (e.g. hunger, poverty, violence, lack of healthcare, etc.) and find out about some people who have made a difference to the world (e.g. have a look at winners of the Nobel Peace Prize or the Niwano Peace Prize). List ways in which people could make the world a better place in the next 50 years. 2. Introduce the idea of Jesus as a different kind of king by reading about his 'temptation in the wilderness' in Luke 4:1–13. Specifically see verses 5–8 where Luke describes the devil offering Jesus a chance to be king of all nations on Earth. Jesus refuses. What does this say about Jesus' idea of kingship? 3. Explore the idea that Christians believe Jesus came to Earth to get people into heaven but also to make the world more like heaven. Jesus told parables about the 'kingdom of God' or the 'kingdom of heaven' to explain this idea. For Christians, the kingdom of God is, in essence, where God rules – not a geographical territory, but in human hearts and minds, lives and communities. Remember Jesus' great commandments (love God and love your neighbour). Look at some of the 'kingdom parables' to find out what the 'kingdom of God' is meant to be like. Here are some examples: The Feast: Luke 14:12–24. Explore, asking pupils for their comments, feelings, ideas and questions. Consider possible meanings: who was the audience for the story, and how might they have responded? Who do they think should be at the feast, and who does Jesus say will be included? How does Jesus want his followers then and now to behave? 4. The Tenants in the Vineyard: Matthew 21:33–46. Explore this story creatively. Use these clues to work out what it might mean. In the Old Testament, the people of God are compared to God's vineyard. In John's Gospel, Jesus is called the Son of God. The Old Testament called the Prophets 'Servants of the Lord'. The chief priests were Jesus' enemies – they were jealous because he was so popular, and disagreed with him about religion; they arrested Jesus and he was killed a few days later. If these are parables of the kingdom of God, for Christians, what kind of king is Jesus? (Some key teachings from



these two parables are that God extends a gracious welcome to all humanity, but people don't always want it: selfishness or greed can get in the way of spiritual life and the coming of God's kingdom.)

5. Compare pupils' ideas about a better world (above) to the picture they get from their studies about what kind of world Jesus wanted. Find out about how Christians try to make the world more like the **kingdom of God** and comment on why it is the kind of thing that Jesus would like, e.g. how a local church serves the needs of people who are left out; the Salvation Army; the work of Church Action on Poverty

6. *Address the key question: for Christians, what kind of king is Jesus? Jesus' idea of kingship seems to be that to be in his kingdom, a person has to serve others, particularly those who are most vulnerable and in need. Taking specific current examples, what would be different if all leaders followed this model? Talk about whether this is a good model of leadership and if there are good alternative models; talk about what gets in the way of people bringing justice; consider examples from other faiths and non-religious individuals/groups who work to bring justice and fairness.*



Year 5&6 - Cycle B

Autumn 2 Unit U2.9 - Why is the Torah so important to Jewish people?

Unit learning outcomes		Teaching overview
<p>Make sense of belief: Identify and explain Jewish beliefs about God Give examples of some texts that say what God is like and explain how Jewish people interpret them</p> <p>Understand the impact: Make clear connections between Jewish beliefs about the Torah and how they use and treat it Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws) Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice)</p> <p>Make connections: Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish.</p>		<ol style="list-style-type: none"> 1. Ask pupils to recap what facts they can recall from previous units, related to the Jewish community. Discuss the meaning of progressive and orthodox. Explore what Jews believe about God. Discuss the characteristics of God. Explain that Jewish people treat the name of God with the upmost respect. Share the shema (Deuteronomy 6:4-9) and Adon olam and discuss. 2. Explore what happens during worship to a synagogue 3. Explore what is a Sefer Torah and how is it used and treated. Provide children with a range of different texts from the Torah to paraphrase what the text is saying. 4. Explore Jewish laws around food (kosher). Discuss other laws around blessings and Shabbat.
<ul style="list-style-type: none"> • Progressive • Orthodox • Shema • Adon olam • Sefer Torah • Kosher 	<ul style="list-style-type: none"> • Trefah • Hescher • Baruch ata • Mezuzah 	



Year 5&6 - Cycle B

Spring 1 (World Religion Day) Unit U2.8 - What does it mean to be a Muslim in Britain today?

Unit learning outcomes	Teaching overview		
<p>Make sense of belief: Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. <i>Tawhid</i>; 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; <i>Hajj</i> practices follow example of the Prophet)</p> <p>Understand the impact: Make clear connections between Muslim beliefs and <i>ibadah</i> (e.g. Five Pillars, festivals, mosques, art) Give evidence and examples to show how Muslims put their beliefs into practice in different ways</p> <p>Make connections: Make connections between Muslim beliefs studied and Muslim ways of living in Britain/ Leicestershire 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.</p>	<ol style="list-style-type: none"> 1. Discuss statistics of religious and non-religious people in the world/local community. Focus on Muslims – key statistics. 2. Discuss what helps Muslims through life – The 5 pillars. Recap what children already know and look at in closer detail. 3. Why is zakat important to Muslims? Find out about a Muslim charity. Discuss the importance of generosity in their own lives. 4. Learn about Muslim pilgrimage (Hajj) 5. Where do Muslims get guidance for living? Explain that Muslims get advice from a variety of sources including: Qur'an (the words of Allah), Hadith (words, actions and instructions from the prophet Muhammad. Recap on the story of the revelation (share film clip). Share 'the commandments' from chapter (surah) 17 and discuss. 6. Discuss what it means to be a Muslim in Britain today – recap on the 5 pillars and compare to own life. 		
<table border="0"> <tr> <td data-bbox="76 1078 539 1471"> <ul style="list-style-type: none"> • Buddhists • Sikhs • Christians • Jews • Muslims • Non-religious • Census • Mosque • Five Pillars • Shahadah • Salah • Sawm </td> <td data-bbox="539 1078 1167 1471"> <ul style="list-style-type: none"> • Almsgiving • Generosity • Pilgrimage • Mecca/Makkah • Kab'ah • Ihram clothes • Ka'aba • Qur'an • Hadith • Sunnah • Hajj </td> </tr> </table>	<ul style="list-style-type: none"> • Buddhists • Sikhs • Christians • Jews • Muslims • Non-religious • Census • Mosque • Five Pillars • Shahadah • Salah • Sawm 	<ul style="list-style-type: none"> • Almsgiving • Generosity • Pilgrimage • Mecca/Makkah • Kab'ah • Ihram clothes • Ka'aba • Qur'an • Hadith • Sunnah • Hajj 	
<ul style="list-style-type: none"> • Buddhists • Sikhs • Christians • Jews • Muslims • Non-religious • Census • Mosque • Five Pillars • Shahadah • Salah • Sawm 	<ul style="list-style-type: none"> • Almsgiving • Generosity • Pilgrimage • Mecca/Makkah • Kab'ah • Ihram clothes • Ka'aba • Qur'an • Hadith • Sunnah • Hajj 		



Year 5&6 - Cycle B

Spring 2 Unit U2.11 - Why do some people believe in God and some people not?

Unit learning outcomes	Teaching overview
<p>Make sense of belief: Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from Give examples of reasons why people do or do not believe in God</p> <p>Understand the impact: Make clear connections between what people believe about God and the impact of this belief on how they live Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis)</p> <p>Make connections: Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not Make connections between belief and behaviour in their own lives, in the light of their learning.</p> <p>Theist Agnostic Atheist Father, Spirit, Son, eternal, almighty, holy, shepherd, rock, fortress, light Individual conscience Philosopher Presence Liberating</p>	<p>During this unit, take the opportunity to find out what pupils already know from previous study, and build on that prior learning. Their understanding of what God is like as far as Christians, Jews and Muslims are concerned should be reasonably developed by now.</p> <ol style="list-style-type: none"> 1. Find out about how many people in the world and in your local area believe in God – using global statistics and the 2011 UK census (see Guidance p.146). Ask pupils why they think so many people believe in God. Collect these reasons. Find out about how many do not believe. Learn the words 'theist' (believes in God), 'agnostic' (cannot say if God exists or not) and 'atheist' (believes there is no god). 2. To explore the key question, ask pupils to raise questions about the existence and nature of God. Focus on Christian ideas of God. Start by clarifying what Christians believe God is like and where they get their ideas from. Revisit some of the names of God and metaphors for God in the Bible (e.g. God as Father, Spirit, Son, eternal, almighty, holy, shepherd, rock, fortress, light). If this God exists, what difference would 'he' make to the way people live? Investigate a range of viewpoints on the question, from believers to atheists. 3. Compare the sources of authority of Christians (e.g. Bible, Church teachings, religious leaders, individual conscience) with some non-religious sources (e.g. individual conscience, some philosophers and other thinkers). Explore some reasons why people do or do not believe in God. Consider some of the main reasons. These include: family background – many people believe (or don't believe) because of their home background; religious experience – many people say they have experienced a sense of 'the presence of God' or had prayer answered; many would argue that the Universe, the Earth and life are extraordinary and are best explained as the result of an all-powerful Creator. Many people who do not believe in God point to the existence of terrible suffering as a key reason. Many atheists argue that religions are all created by humans. Some argue that there is no need to use a Creator to explain the existence of the Universe and life; they argue that science provides reliable evidence and explanations, and that religion does not. Talk about and reflect upon the possible benefits and challenges of believing or not believing in



	<p>God in Britain today. Get pupils to reflect upon their own views and how they view people with different beliefs than their own.</p> <ol style="list-style-type: none">4. <i>Recall and build on learning from Unit U2.2 to explore how and why Christians still believe in God in an age of science. Many Christians would say that they want to find out more about the world and how it works – doing science is part of their response to belief in God as Creator. Find out about Christians who are also scientists (e.g. Jennifer Wiseman, John Polkinghorne, Denis Alexander, Russell Stannard, and local examples).</i>5. <i>Invite some Christians, agnostics and atheists in to answer questions about why they do or do not believe in God. Explore what impact believing in God might make on the way someone lives his or her everyday life. Is faith in God restricting or liberating? How do people respond to God? E.g. from personal responses in private prayer, study, worship; communal responses of worship and striving for justice.</i>
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Spring 2 Unit U2.12 - How does faith help people when life gets hard?

Unit learning outcomes	Teaching overview
<p>Make sense of belief: Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences</p> <p>Understand the impact: Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement) Give examples of ways in which beliefs about resurrection/judgement/heaven/karma/reincarnation make a difference to how someone lives</p> <p>Make connections: Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own.</p> <ul style="list-style-type: none"> • Gratitude • Bereaved • Bereavement • Resurrection • Saturation • Judgement • Karma • Atman • Samsara • Moksha • Brahman 	<ol style="list-style-type: none"> 1. Explore ways in which religions help people to live, even when times are tough, e.g. through prayer, giving a sense of purpose, a guide to deciding what is right and wrong, membership of a community who care for each other, opportunities to celebrate together. <i>Ask some religious believers to explain how their faith has helped them in difficult times, and how it encourages them to enjoy life too.</i> 2. Introduce the idea that most religious traditions teach about some form of life after death, which can bring comfort to people as they face suffering, or if they are bereaved. Teach pupils that some people believe that death is the end of life, and that there is no afterlife. Learn some key concepts about life after death, comparing beliefs and sources of authority, and exploring whether these beliefs make a difference to people when facing death and bereavement. Christianity: Bible teaching on resurrection of the body, judgement by God, salvation through Jesus, heaven. Hinduism: law of <i>karma</i> affects the reincarnation of the individual <i>atman</i>, pinning it to <i>samsara</i>, the cycle of life death and rebirth, until it can escape (<i>moksha</i>) and be absorbed back to Brahman. One secular/non-religious view about what happens after death, e.g. Humanism: i.e. nothing: we might continue in people's memories and through our achievements, but death is final. 3. Compare ceremonies that mark death/passing away, noting similarities and differences, how these express different beliefs, and how they might be important to the living. Read and respond to prayers, liturgies, meditation texts and songs/hymns used when someone has died, and think about the questions and beliefs they address. 4. <i>Look at examples of 'art of heaven' in which religious believers imagine the afterlife; explore how these art works reflect Christian, Hindu and non-religious beliefs; get pupils to respond with art work of their own. How do ideas of life after death help people in difficult times? Respond to the question, 'How does religion help people when life gets hard?' Consider how important this role of religion is, in a country where religious belief is declining, but in a world where religious belief is growing.</i>



Sumer Unit U2.10 - What matters most to Humanists and Christians?

Unit learning outcomes	Teaching overview
<p>Make sense of belief: Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God')</p> <p>Understand the impact: Make clear connections between Christian and Humanist ideas about being good and how people live Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view</p> <p>Make connections: Raise important questions and suggest answers about how and why people should be good Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.</p>	<ol style="list-style-type: none"> 1. Discuss good and bad actions. Make link to previous learning in Genesis. Discuss why some Christians think this is a good explanation. Other faiths have other explanations, non-religious people say that you can be good without God. 2. Discuss a code for living to help people to be good. Look at Humanist Code for Living. Christian codes for living can be summed up in Jesus' two rules – love God and love your neighbour. Explore in detail how Jesus expects his followers to behave through the story of the Good Samaritan (Luke 10:25–37) and Jesus' attitude on the cross (Luke 23:32–35). Jesus talks about actions as fruit. What does he mean? If a person's intentions are bad, can their actions produce good fruit? 3. Explore the meanings of some big moral concepts – fairness, freedom, truth, honesty, kindness, peace – what do they look like in everyday life? Discuss what matters most by ranking, sorting, ordering list. Ask pupils to consider why they hold the values they do. Consider similarities and differences between Christian and Humanist values.
<ul style="list-style-type: none"> • Christian • Humanist • Code for living • Brahman (God, Ultimate Reality) • Atman (eternal self) • Dharma • Karma • Samsara • Moksha 	<ul style="list-style-type: none"> • Moral concept • Values • Purusharthas (4 aims in life) • Artha • Ashramas • Ahimsa (non-violence) • Satya (truthfulness) • Reincarnation

Religious Education Medium Term Plan (Coverage in line with the Leicestershire Agreed Syllabus 2021 – 2026)

