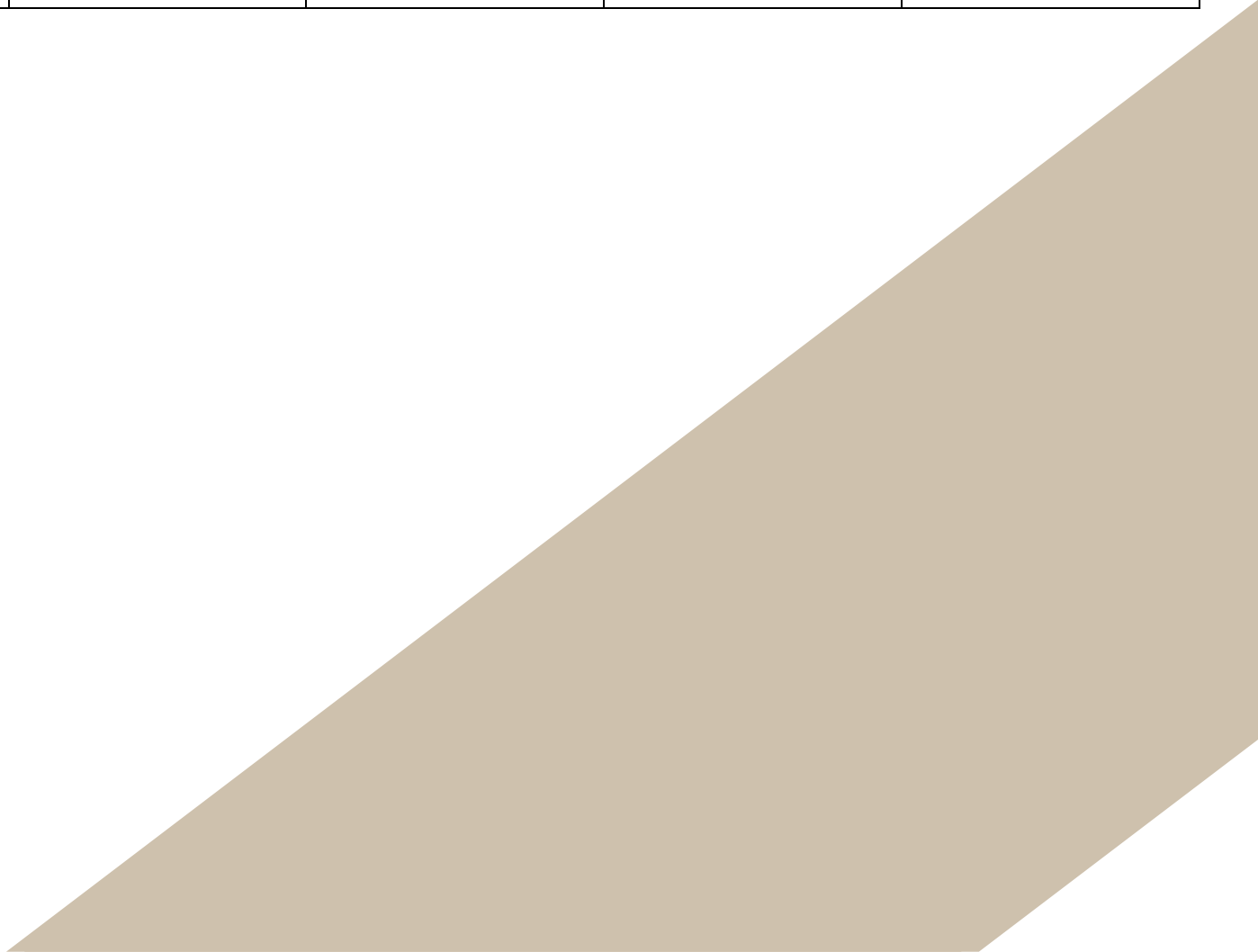


Long Term Plan 2021/22 - RE

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Topic: All About me People Who Help Us	Topic: Light and Dark Celebrations	Topic: Winter Wonderland	Topic: Living things	Topic: Traditional Tales	Topic: Seaside
	Books: Zog Zog and the Flying Doctors Room on the Broom	Books: Rama And Sita The Gunpowder Plot Owl Babies Kipper's Birthday The First Christmas The Nativity Story	Books: Percy the Park Keeper One Snowy Night Lost and Found	Books: What the Ladybird Heard I Don't Want to be a Frog We're Going on an Egg Hunt The Easter Story	Books: Jack and the Beanstalk Jasper's Beanstalk The Three Little Pigs The Three Little Wolves and the Big Bad Pig The Three Billy Goats Gruff The Troll	Books: The Lighthouse Keeper's Lunch What the Ladybird Heard at the Seaside The Rainbow Fish Commotion in the Ocean
EYFS	<p>Pupils will learn that we all look different and are unique. They will be taught that this is what makes us special and encouraged to discuss differences and similarities between themselves and their peers. Different beliefs and cultures will be shared and celebrated.</p> <p>Pupils will learn about people who help us and may learn about different religious leaders in relation to this.</p>	<p>Pupils will learn that a birthday is celebrating the day you were born. They will discuss how birthdays are often celebrated and know that people usually get cards and presents on their birthday.</p> <p>They will then be able to make links to Christmas – how it is celebrated and why. They will be taught that Mary rode on a donkey. The Three Wise Men gave gifts of gold, frankincense and myrrh. Mary was told she was going to have a baby by an angel. The Three Wise Men followed the star. We celebrate the birth of Jesus on Christmas Day. They will begin to understand that not everybody celebrates Christmas.</p> <p>Pupils will also have the opportunity to celebrate Diwali and learn that it is a festival of light.</p>	<p>Pupils will learn about different cultures and traditions including learning about Chinese New Year and Mother's Day.</p> <p>Pupils will have the opportunity to celebrate Shrove Tuesday and learn how this is a Christian tradition.</p> <p>Pupils will also begin to understand special and sacred places and be able to discuss places that are special to them and why.</p>	<p>Pupils will talk about and be able to retell or sequence the Easter Story. They will be taught that Jesus died on the cross, Easter is not on the same date every year. They will also learn how Christians believe that Easter eggs symbolise new life.</p> <p>In continuous provision, the pupils will have the opportunity to be involved in a variety of explorative, creative and play based activities to support and extend their understanding. Such as Easter basket making, card making, story-telling, singing and dance.</p> <p>Pupils will be encouraged to ask and discuss questions and develop their awe and wonder in relation to their topic and books.</p>	<p>Pupils will continue to be exposed to various beliefs, traditions and religions different to their own. This will be encouraged within story time and various areas of continuous provision such as role play and small world.</p> <p>Pupils will be encouraged to ask and discuss questions and develop their awe and wonder in relation to their topic and books.</p>	<p>Pupils will continue to be exposed to various beliefs, traditions and religions different to their own. This will be encouraged within story time and various areas of continuous provision such as role play and small world.</p> <p>Pupils will be encouraged to ask and discuss questions and develop their awe and wonder in relation to their topic and books.</p>

		<p>They will be taught that Hindus celebrate Diwali with new clothes and by cleaning their houses. Rangoli patterns are a tradition where patterns are made using colours and flowers on doorsteps by lighting Diya lamps.</p> <p>The will listen to the story of Rama and Sita and find out that it is often told around Diwali.</p>				
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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<p>Topic: Who is a Christian and what do they believe?</p> <p>Religions: Christianity</p>	<p>Topic: How do we celebrate special and sacred times?</p> <p>Religions: Christianity, Judaism</p>	<p>Topic: Who is a Muslim and what do they believe?</p> <p>Religions: Islam</p>	<p>Topic: How and why do we celebrate special times?</p> <p>Religions: Christianity</p>	<p>Topic: How should we care for others and the world and why does it matter?</p> <p>Religions: Christianity, Hinduism</p>	<p>Topic: How should we care for others and the world and why does it matter?</p>
	<p>Book: But Why Can't I?</p>	<p>Book: The Tiger That Came to Tea</p>	<p>Book: The Gruffalo</p>	<p>Book: Rosie Revere Engineer</p>	<p>Book: The Hunter</p>	<p>Book: Rainforest Adventure</p>
	<p>Pupils will consider the key question - who is a Christian and what do they believe?</p> <p>Pupils will be made aware that Christians believe in God and Jesus.</p> <p>Pupils will be taught that the bible is the Christian's sacred text.</p> <p>Pupils will learn that the bible contains stories. Some bible stories are about Jesus – the son of God who performed miracles to help others.</p> <p>They will then know that stories about Jesus teach Christians to be kind to others.</p> <p>As part of this learning, pupils will recognise some Christian symbols and images used to express ideas about God.</p> <p>They will be able to re-tell a story that shows what Christians might think about God.</p> <p>Pupils will also be encouraged to develop their 'awe and wonder' by asking simple questions about believing in God</p>	<p>Pupils will consider the key question - how do we celebrate special and sacred times?</p> <p>Pupils will understand that a celebration is a special, enjoyable event. They will be able to identify a special time that they celebrate and explain in simple terms what a celebration means to them.</p> <p>They will be taught that Christians celebrate Christmas and Jews celebrate Hanukkah.</p> <p>They will also learn that Christmas is a celebration of the birth of Jesus and that Hanukkah celebrates the victory of the Maccabees over the Syrian army. They will then identify some special ways Christians celebrate Christmas and Jews celebrate Hanukkah.</p> <p>They will be encouraged and supported to ask questions and suggest answers about stories to do with the Nativity story and the Hanukkah story.</p>	<p>Pupils will consider the key question - who is a Muslim and what do they believe?</p> <p>Pupils will be taught that a Muslim follows the Islamic faith and believes in Allah (God).</p> <p>They will know that the Islamic sacred text is called the Qur'an.</p> <p>Finally, they will find out that Muslims celebrate Ramadan and Eid-ul-Fitr. They will recognise some objects used by Muslims and identify some ways Muslims mark Ramadan and celebrate Eid.</p>	<p>Pupils will consider the key question - how and why do we celebrate special times?</p> <p>Pupils will develop their understanding of a celebration being a special, enjoyable event.</p> <p>First, they will find out that Lent is the 40 days before Easter. It starts with Shrove Tuesday. Christians (and other people) often give up something or try to better themselves during Lent.</p> <p>Next, they will learn that Palm Sunday is the Sunday before Easter when Jesus rode into Jerusalem and the crowds waved palm leaves.</p> <p>They will then go on to learn that Easter is celebrated by Christians and remembers when Jesus was crucified and resurrected. Pupils will identify some special ways Christians celebrate Easter.</p> <p>Pupils will be able to sequence or retell stories to do with Easter.</p>	<p>Pupils will consider the key question - how should we care for others and the world and why does it matter?</p> <p>First, pupils will be taught that some people believe that God created the world.</p> <p>They will then learn that Christians believe in The Creation Story where God creates the world and life.</p> <p>They will understand that we need to look after the planet and those living on it. We can do this by not dropping litter and not using too much electricity and water.</p> <p>Next, pupils will compare their understanding of Christian beliefs with those of Hindus.</p> <p>They will learn that Hindus believe Brahma created the universe. He also created people to live on the Earth.</p> <p>They will discuss how Hindus and Christians are different because Christians believe in one God while Hindus believe in many.</p>	<p>Pupils will continue to consider the key question - how should we care for others and the world and why does it matter?</p> <p>Pupils will begin to understand that different faiths believe in different stories about their gods and those who they worship. They will sequence or re-tell stories from different faiths about caring for others and the world.</p> <p>Pupils will be taught the Golden Rule which is 'do unto others as you would have them do unto you'. Pupils will discuss the meaning and importance of this.</p> <p>They will also learn how it is important to treat other people with respect and care. We can show respect by listening and using good manners.</p> <p>Pupils will be encouraged to use creative ways to express their own ideas. They will also be supported to discuss and answer the title question thoughtfully, in the light of their learning.</p>

	<p>and offer some ideas of their own.</p>			<p>Pupils will be encouraged to further develop their cultural capital skills by asking questions and suggesting answers about stories to do with the Easter festival.</p> <p>Finally, they will study symbols, such as the cross and crucifix, that represent Easter.</p>	<p>Finally, they will begin to understand that Hindus and Christians are similar because they both believe they should care for the planet and those living on it. Pupils will begin to identify ways in which some people make a response to their god by caring for the world and looking after it.</p>	
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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<p>Topic: Who is a Christian and what do they believe?</p> <p>Religions: Christianity</p>	<p>Topic: How do we celebrate special and sacred times?</p> <p>Religions: Christianity, Judaism</p>	<p>Topic: Who is a Muslim and what do they believe?</p> <p>Religions: Islam</p>	<p>Topic: How and why do we celebrate special times?</p> <p>Religions: Christianity</p>	<p>Topic: How should we care for others and the world and why does it matter?</p> <p>Religions: Christianity, Hinduism</p>	<p>Topic: How should we care for others and the world and why does it matter?</p>
	<p>Book: But Why Can't I?</p>	<p>Book: The Tiger That Came to Tea</p>	<p>Book: The Gruffalo</p>	<p>Book: Rosie Revere Engineer</p>	<p>Book: The Hunter</p>	<p>Book: Rainforest Adventure</p>
	<p>Pupils will consider the key question - who is a Christian and what do they believe?</p> <p>Pupils will be made aware that Christians believe in God and Jesus and begin to understand the relationship between these.</p> <p>Pupils will be taught that the bible is the Christian's sacred text.</p> <p>Pupils will learn that the bible contains stories. Some bible stories are about Jesus – the son of God who performed miracles to help others. They will know that Jesus used parables to teach moral lessons. Many stories teach us to be kind and help others.</p> <p>They will therefore begin to understand that stories about Jesus teach Christians to be kind to others.</p> <p>As part of this learning, pupils will recognise and describe various Christian symbols and images used to express ideas about God.</p>	<p>Pupils will consider the key question - how do we celebrate special and sacred times?</p> <p>Pupils will understand that a celebration is a special, enjoyable event. They will be able to identify a special time that they celebrate and explain in simple terms what a celebration means to them.</p> <p>They will be taught that Christians celebrate Christmas and Jews celebrate Hanukkah.</p> <p>They will also learn that Christmas is a celebration of the birth of Jesus and that Hanukkah lasts 8 days and celebrates the victory of the Maccabees over the Syrian army. They will then identify some special ways Christians celebrate Christmas and Jews celebrate Hanukkah and be able to say some similarities and differences between the two.</p> <p>They will identify symbols of both celebrations and recognize that both festivals used the symbol of light and gift giving.</p> <p>They will be encouraged</p>	<p>Pupils will consider the key question - who is a Muslim and what do they believe?</p> <p>Pupils will be taught that a Muslim follows the Islamic faith and believes in Allah (God). They will understand that they follow the example of Prophet Muhammad and, with support, sequence or re-tell a story about his life.</p> <p>They will know that the Islamic sacred text is called the Qur'an and this is kept in the Muslim place of worship, which is a mosque. Pupils will know ways the Qur'an is treated with respect and that it is read by the Imam.</p> <p>Finally, they will find out that Muslims celebrate Ramadan and Eid-ul-Fitr. They will learn that Ramadan is a month of sacrifice and fasting. Eid-ul-Fitr is a celebration of breaking the fast.</p> <p>They will recognise some objects used by Muslims and why they are important. and identify some ways Muslims mark Ramadan and celebrate Eid.</p>	<p>Pupils will consider the key question - how and why do we celebrate special times?</p> <p>Pupils will develop their understanding of a celebration being a special, enjoyable event.</p> <p>First, they will find out that Lent is the 40 days before Easter. It starts with Shrove Tuesday. Christians (and other people) often give up something or try to better themselves during Lent.</p> <p>Next, they will learn that Palm Sunday is the Sunday before Easter when Jesus rode into Jerusalem and the crowds waved palm leaves. Jesus was going to celebrate Passover and this became known as the Last Supper.</p> <p>They will then go on to learn that Easter is celebrated by Christians and remembers when Jesus was crucified and resurrected. Pupils will identify some special ways Christians celebrate Easter.</p> <p>Pupils will be able to sequence or retell stories to do with Easter. and be</p>	<p>Pupils will consider the key question - how should we care for others and the world and why does it matter?</p> <p>First, pupils will be taught that some people believe that God created the world. However, different religions have different ideas and beliefs about their god or gods.</p> <p>They will then learn that Christians believe in The Creation Story where God creates the world and life. They will be able to describe the sequence and significance of this.</p> <p>They will understand that we need to look after the planet and those living on it. We can do this by not dropping litter and not using too much electricity and water. They will understand the importance of this and the impact it can have on the wider world.</p> <p>Next, pupils will compare their understanding of Christian beliefs with those of Hindus.</p> <p>They will learn that Hindus believe Brahma created the universe. He also created</p>	<p>Pupils will continue to consider the key question - how should we care for others and the world and why does it matter?</p> <p>Pupils will begin to understand that different faiths believe in different stories about their gods and those who they worship. They will sequence or re-tell stories from different faiths about caring for others and the world.</p> <p>Pupils will be taught the Golden Rule which is 'do unto others as you would have them do unto you'. Pupils will discuss the meaning and importance of this. They will think about what would happen if people followed this idea more.</p> <p>They will also learn how it is important to treat other people with respect and care. We can show respect by listening and using good manners.</p> <p>They will also learn how we can respect God's planet by caring for the plants and animals.</p>

<p>They will be able to independently re-tell a story that shows what Christians might think about God.</p> <p>Pupils will also be encouraged to develop their 'awe and wonder' by asking questions about believing in God. They will listen respectfully and offer some ideas of their own to the questions of others.</p> <p>They will also be supported to discuss and answer the title question thoughtfully, in the light of their learning.</p>	<p>and supported to ask questions and suggest answers about stories to do with the Nativity story and the Hanukkah story.</p> <p>They will also be supported to discuss and answer the title question thoughtfully, in the light of their learning.</p>	<p>They will also be supported to discuss and answer the title question thoughtfully, in the light of their learning.</p>	<p>able to say why these are important to believers.</p> <p>Pupils will be encouraged to further develop their cultural capital skills by asking questions and suggesting answers about stories to do with the Easter festival.</p> <p>Finally, they will study symbols, such as the cross and crucifix, that represent Easter. Chicks represent new life at Easter. Hot Cross Buns are decorated with a cross and eaten at Easter.</p> <p>They will also be supported to discuss and answer the title question thoughtfully, in the light of their learning.</p>	<p>people to live on the Earth. Pupils will listen to and discuss the story of this.</p> <p>They will discuss how Hindus and Christians are different because Christians believe in one God while Hindus believe in many. They will also explore further differences.</p> <p>Finally, they will understand that Hindus and Christians are similar because they both believe they should care for the planet and those living on it. Pupils will independently identify ways in which some people make a response to their god by caring for the world and looking after it.</p> <p>They will also be supported to discuss and answer the title question thoughtfully, in the light of their learning.</p>	<p>Pupils will be encouraged to use creative ways to express their own ideas. They will also be supported to discuss and answer the title question thoughtfully, in the light of their learning.</p>
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Year 3

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Topic: Why is Jesus Inspiring to some people?	Topic: Why do people pray?	Topic: Why are festivals important to religious communities?	Topic: Why are festivals important to religious communities?	Topic: What can we learn from religion about deciding what is right and wrong?	Topic: Why do people believe life is a journey?
	Book: George's Marvellous Medicine	Book: Operation Gadget Man	Book: Homework on Pluto	Book: The Chocolate Tree	Book: The Accidental Prime Minister	Book: The Explorer
	<p>Pupils will consider the key question – why is Jesus inspiring to some people?</p> <p>Pupils will learn that 'inspire' means to make someone want to improve themselves.</p> <p>They will discuss that some people believe Jesus had a number of inspirational qualities.</p> <p>Pupils will be taught that a parable is a simple story used to illustrate a moral or spiritual lesson. It will be explained how parables impact on the lives of Christians.</p>	<p>Pupils will consider the key question – why do people pray?</p> <p>Pupils will be taught that Christians say the Lord's prayer and will question why they do this.</p> <p>They will understand that Muslims however say the 'First Surah of the Qur'an and Hindus say the 'Gayatri Mantra'.</p> <p>Pupils will learn about the different religious objects people use, including Muslims using a prayer mat.</p> <p>They will learn about different religious practices including Christians bowing their heads and putting their hands together to pray and Hindu mantra is repeated as a chant.</p>	<p>Pupils will consider the key question – why are festivals important to religious communities?</p> <p>Pupils will discuss the various festivals celebrated in the Islamic religion.</p> <p>They will learn about the importance of Eid-ul-Fitr and how it is one of the biggest celebrations in the Islamic calendar. Pupils will also learn that Ramadan is when Muslims fast for 30 days. Fasting means not eating or drinking for a period of time.</p>	<p>Pupils will consider the key question – why are festivals important to religious communities?</p> <p>Building on previously taught knowledge of religious festivals pupils will now discuss the various festivals celebrated in the Christian religion.</p> <p>Pupils will learn that Lent follows Shrove Tuesday and last for 40 days. During Lent many Christians choose things to give up to remember the 40 days Jesus spent in the desert before his crucifixion. They will be taught that Lent ends on Palm Sunday and Easter is celebrated a week after Lent.</p> <p>Temptation will also be discussed and explained that it means to want something.</p>	<p>Pupils will consider the key question – what can we learn from religion about deciding what is right and wrong?</p> <p>Pupils will consider how religion teaches people what is right and wrong. They will discuss the various ways this is taught through religious stories and teachings.</p> <p>Pupils will be taught that Christians believe the Ten Commandments were given by God to Moses and give Christians a way to live a good life. Christians also believe that they will be tempted to do the wrong thing by the devil.</p> <p>They will learn that in Judaism Jews use the Mitzvoth to help them to live a good life.</p>	<p>Pupils will consider the key question – why do people believe life is a journey?</p> <p>Pupils will consider how different religions texts outline their follower's paths.</p> <p>They will learn that in Judaism, Jewish pupils have a coming of age ceremony called a Bar Mitzvah (for boys aged 13) or a Bat Mitzvah (for girls aged 12 or 13).</p> <p>It will be explained that in contrast Anglican Christian pupils will often have a confirmation ceremony when they are old enough to decide to fully join the Church.</p>

Year 4

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<p>Topic: Why is Jesus Inspiring to some people?</p>	<p>Topic: Why do people pray?</p>	<p>Topic: Why are festivals important to religious communities?</p>	<p>Topic: Why are festivals important to religious communities?</p>	<p>Topic: What can we learn from religion about deciding what is right and wrong?</p>	<p>Topic: Why do people believe life is a journey?</p>
	<p>Book: George's Marvellous Medicine</p>	<p>Book: Operation Gadget Man</p>	<p>Book: Homework on Pluto</p>	<p>Book: The Chocolate Tree</p>	<p>Book: The Accidental Prime Minister</p>	<p>Book: The Explorer</p>
	<p>Pupils will consider the key question – why is Jesus inspiring to some people?</p> <p>Pupils will learn that 'inspire' means to make someone want to improve themselves.</p> <p>They will discuss that some people believe Jesus had a number of inspirational qualities. Discuss what these could be.</p> <p>Pupils will be taught that a parable is a simple story used to illustrate a moral or spiritual lesson. It will be explained how parables impact on the lives of Christians. Pupils to identify any comparisons between different parables.</p>	<p>Pupils will consider the key question – why do people pray?</p> <p>Pupils will be taught that Christians say the Lord's prayer and will question why they do this.</p> <p>They will understand that Muslims however say the 'First Surah of the Qur'an and Hindus say the 'Gayatri Mantra'.</p> <p>Pupils will learn about the different religious objects people use, including Muslims using a prayer mat.</p> <p>They will learn about different religious practices including Christians bowing their heads and putting their hands together to pray and Hindu mantra is repeated as a chant.</p> <p>Pupils will identify any similarities and differences between the different religious prayer or mantras.</p>	<p>Pupils will consider the key question – why are festivals important to religious communities?</p> <p>Pupils will discuss the various festivals celebrated in the Islamic religion.</p> <p>They will learn about the importance of Eid-ul-Fitr and how it is one of the biggest celebrations in the Islamic calendar. Pupils will also learn that Ramadan is when Muslims fast for 30 days. Fasting means not eating or drinking for a period of time.</p> <p>Pupils will learn why they fast and the importance of the reason why.</p>	<p>Pupils will consider the key question – why are festivals important to religious communities?</p> <p>Building on previously taught knowledge of religious festivals pupils will now discuss the various festivals celebrated in the Christian religion.</p> <p>Pupils will learn that Lent follows Shrove Tuesday and last for 40 days. During Lent many Christians choose things to give up to remember the 40 days Jesus spent in the desert before his crucifixion. They will be taught that Lent ends on Palm Sunday and Easter is celebrated a week after Lent.</p> <p>Temptation will also be discussed and explained that it means to want something.</p> <p>Pupils will compare the similarities and differences of these Christian festivals to Islamic festivals.</p>	<p>Pupils will consider the key question – what can we learn from religion about deciding what is right and wrong?</p> <p>Pupils will consider how religion teaches people what is right and wrong. They will discuss the various ways this is taught through religious stories and teachings.</p> <p>Pupils will be taught that Christians believe the Ten Commandments were given by God to Moses and give Christians a way to live a good life. Christians also believe that they will be tempted to do the wrong thing by the devil.</p> <p>They will learn that in Judaism Jews use the Mitzvoth to help them to live a good life.</p> <p>Pupils will discuss the similarities and differences between Judaism and Christianity.</p>	<p>Pupils will consider the key question – why do people believe life is a journey?</p> <p>Pupils will consider how different religions texts outline their follower's paths.</p> <p>They will learn that in Judaism, Jewish pupils have a coming of age ceremony called a Bar Mitzvah (for boys aged 13) or a Bat Mitzvah (for girls aged 12 or 13).</p> <p>It will be explained that in contrast Anglican Christian pupils will often have a confirmation ceremony when they are old enough to decide to fully join the Church.</p> <p>Pupils will discuss why the different (Christianity, Judaism and Islam) have coming of age ceremonies.</p>

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<p>Topic: If God is everywhere, why go to a place of worship?</p>		<p>Topic: What does it mean to be a Muslim today?</p>		<p>Topic: What do religions say to us when life gets hard?</p>	
	<p>Book: Cosmic</p>		<p>Book: The Boy at the Back of the Class</p>		<p>Book: Cogheart</p>	
	<p>Pupils will consider the key question - If God is everywhere, why go to a place of worship?</p> <p>Pupils will learn that Catholic churches celebrate Mary, the mother of Christ.</p> <p>Pupils will find difference between different places of worship for example- Anglican and Catholic churches and a Hindu temple.</p> <p>Pupils will explore the different ways of worshipping within Christianity and Hinduism such as prayer books and hymn books.</p> <p>They will understand that Catholic churches have a Tabernacle which they believe contains the body of Christ.</p> <p>Then they will learn that in Anglican churches they don't use Rosary beads to pray (like Catholics do).</p> <p>In addition to this, pupils will learn that Hindus pray in a Mandir and read the Vedas.</p> <p>To develop their knowledge of Hinduism pupils will learn that in a Hindu temple they would have statues of their gods. They will also explore and explain how Hindus remove their shoes before entering a Mandir.</p> <p>By using this knowledge, they will be able to discuss the community role and the idea of the 'Body of Christ' mutual support and encouragement through the use of prayer and music.</p>		<p>Pupils will consider the key question - What does it mean to be a Muslim today?</p> <p>Pupils will know and understand that the five pillars of Islam are an expression of Ibadah.</p> <p>They will be able to name the five pillars of Islam and will know that they are: Shahadah (belief in one god and his prophet), Salat (daily prayer), Sawm (fasting), Zakat (alms giving) and Hajj (pilgrimage).</p> <p>Pupils can explain how the five pillars of Islam affect the lives of Muslims.</p> <p>Pupils will learn that the Qur'an was revealed to Muhammed and will explore how it was used treated and learnt.</p> <p>Pupils will explore how The Qur'an is kept off the ground and wrapped in fabric. They will develop an understanding of why Muslims must wash before handling the Qur'an.</p> <p>Pupils need to share examples of some stories from the Qur'an (including the 'Opening' and the Prophets Night Journey'.)</p> <p>In addition to this learning of the Qur'an pupils will learn that Sunnah means 'the way of the prophet'. They will explain and discuss how Muslims follow Muhammed's ways, actions and teachings.</p> <p>From their learning about the life of a Muslim pupils will be able to summarise the main beliefs and rituals of a Muslim.</p> <p>This learning will allow pupils to show empathy towards Muslims and their beliefs.</p>		<p>Pupils will consider the key question - What do religions say to us when life gets hard?</p> <p>Pupils will learn that Christians believe that after you die, there will be a judgement, which decides whether you go to Heaven or Hell.</p> <p>From their prior learning pupils will continue to understand that Christians believe that Jesus died so that Christians can have 'salvation' and be forgiven for their sins, they believe this allows them to enter Heaven if they repent (are sorry) for their sins.</p> <p>From their learning about Christianity pupils will be able to compare and contrast what Hindus and Buddhists believe.</p> <p>They will learn that Hindus and Buddhists believe that after death a person will be born again into a new life as a new person.</p> <p>Pupils will explore and understand how Hindus and Buddhists believe in Karma, which means that a person's next life will depend on how well they have lived in this life.</p> <p>From their learning about how religion supports those in need pupils will be able to summarise the main beliefs and rituals of Muslims, Christians and Hindus.</p> <p>Pupils will be able to show empathy towards other religions and will understand that different religions deal with different situations differently.</p>	

Year 6

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<p>Topic: If God is everywhere, why go to a place of worship?</p>		<p>Topic: What does it mean to be a Muslim today?</p>		<p>Topic: What do religions say to us when life gets hard?</p>	
	<p>Book: Cosmic</p>		<p>Book: The Boy at the Back of the Class</p>		<p>Book: Cogheart</p>	
	<p>Pupils will consider the key question - If God is everywhere, why go to a place of worship?</p> <p>Pupils will learn that Catholic churches celebrate Mary, the mother of Christ.</p> <p>Pupils will explain the differences between different places of worship for example- Anglican and Catholic churches and a Hindu temple.</p> <p>Pupils will explore and discuss the different ways of worshipping within Christianity and Hinduism such as prayer books and hymn books.</p> <p>They will continue to develop their understanding that Catholic churches have a Tabernacle which they believe contains the body of Christ.</p> <p>Following on from their knowledge of the Catholic churches they will learn that in Anglican churches they don't use Rosary beads to pray (like Catholics do) and will explain why this is important.</p> <p>In addition to this, pupils will learn and explain that Hindus pray in a Mandir and read the Vedas.</p> <p>To develop their knowledge of Hinduism pupils will learn that in a Hindu temple they would have statues of their gods. They will also explain how Hindus remove their shoes before entering a Mandir.</p> <p>By using this knowledge, they will be able to discuss the community role and the idea of the 'Body of Christ' mutual support and encouragement through the use of prayer and music.</p>		<p>Pupils will consider the key question - What does it mean to be a Muslim today?</p> <p>Pupils will explain that the five pillars of Islam are an expression of Ibadah.</p> <p>They will name the five pillars of Islam and will know that they are: Shahadah (belief in one god and his prophet), Salat (daily prayer), Sawm (fasting), Zakat (alms giving) and Hajj (pilgrimage).</p> <p>Pupils will explain how the five pillars of Islam affect the lives of Muslims, moment by moment, daily, annually and during their lifetimes.</p> <p>Pupils will further their understanding that the Qur'an was revealed to Muhammed and will explore how it was used treated and learnt.</p> <p>Pupils will explain how and why The Qur'an is kept off the ground and wrapped in fabric. They will explore why Muslims must wash before handling the Qur'an.</p> <p>Pupils need to share examples of some stories from the Qur'an (including the 'Opening' and the Prophets Night Journey'.)</p> <p>In addition to this learning of the Qur'an pupils will learn that Sunnah means 'the way of the prophet'. They will explain and discuss how Muslims follow Muhammed's ways, actions and teachings.</p> <p>From their learning about the life of a Muslim pupils will summarise the main beliefs and rituals of a Muslim.</p> <p>This learning will allow pupils to show empathy towards Muslims and their beliefs.</p>		<p>Pupils will consider the key question - What do religions say to us when life gets hard?</p> <p>Pupils will learn that Christians believe that after you die, there will be a judgement, which decides whether you go to Heaven or Hell.</p> <p>From their prior learning pupils will continue to understand that Christians believe that Jesus died so that Christians can have 'salvation' and be forgiven for their sins, they believe this allows them to enter Heaven if they repent (are sorry) for their sins.</p> <p>From their learning about Christianity pupils will be able to compare and contrast what Hindus and Buddhists believe.</p> <p>They will learn that Hindus and Buddhists believe that after death a person will be born again into a new life as a new person.</p> <p>Pupils will explore and understand how Hindus and Buddhists believe in Karma, which means that a person's next life will depend on how well they have lived in this life.</p> <p>From their learning about how religion supports those in need pupils will be able to summarise the main beliefs and rituals of Muslims, Christians and Hindus.</p> <p>Pupils will be able to show empathy towards other religions and will understand that different religions deal with different situations differently.</p>	