



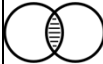









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| | Theology |
| | Social sciences |
| | Philosophy |













RE MTP 2021-22






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| EYFS | Unit of work | Key Concepts | Prior Learning | | At the end of this unit children will know: |
| | Down on the farm | belonging, community, faith, religion, celebrate, Christian | <ul style="list-style-type: none">That some people are religious.That different people believe different things.That Christians celebrate Christmas. | | <ul style="list-style-type: none">When Chinese New Year is celebrated.What happens on Shrove Tuesday.The symbols we see at Easter. |
| | | Vocabulary | | | |
| | | Shrove Tuesday, pancake, lent, egg, chick, rabbit, Easter, cross | | | |
| | Key content | I can develop a sense of responsibility and membership in the community. | | | |
| | | I can recognise that people have different beliefs and celebrate special times in different ways. | | | |
| Second order concepts | I can use oral expression. | | | | |
| | I can understand similarities and differences. | | | | |
| | I can say why things happen and give explanations. | | | | |
| YEAR 1 | Spring 1 and 2: Beside the seaside | Key concepts | Prior Learning | At the end of this unit children will know: | 5 Key Questions |
| | Unit of work Worship | gospel, worship, sacred | <ul style="list-style-type: none">That people have places that are special to them.That people have objects that are special to them.That people of faith go to places of worship.The names of some places of worship. (Learnt in EYFS and 1.1) | <ul style="list-style-type: none">How places of worship are used.What worship is.Why places of worship are important for many.About holy books in Christianity and Muslim faiths. |  Which holy books are special for different religions? |
| | | Vocabulary | | |  Name two features of a church and explain how they are used. |
| | | Worship, holy book, Christian, church, bible, vicar, mosque, Muslim, Islam, Qur'an, Imam, prayer hall, minaret, Mihrab, wash area, minbar, pew, pulpit, altar, cross, stained glass | | |  Why are places of worship important for many people? |
| | | |  What does the word worship mean? | | |
| | | |  What is similar about a bible and the Quran? | | |

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| | Suggested lessons | <p>Quick quiz: What promises might a faith member make? Lesson 1: What makes a place special? Drawing on children's prior knowledge, discuss: What makes a place special? Have you got a special place? Where is it? Why is it special? Children write the name of their special and give reasons why.</p> | <p>Quick quiz: Name places that could be special. Lesson 2: What is worship? Look at how people worship in Christianity and Islam. What is worship? Where can people worship? At home? At a place of worship? Sort images/ key words to show how Christians and Muslims worship.</p> | <p>Quick quiz: Name places where people worship. Lesson 3: What places of worship are in the local community? Use Google Maps to locate places of worship in the community/local area. Consider the idea that a place of worship is special to a group of believers. Write underneath images of places of worship in the local area to say who would visit.</p> | <p>Quick quiz: Why is this church a special place for people in our community? (show image of local church). Lesson 4: What happens in a church? Who goes there? Why? How do people worship in a church? Do people worship at home? Draw a Christian place of worship and write about what happens there.</p> | <p>Quick quiz: Who worships in a church? How do they worship? Lesson 5: What happens in another place of worship? Who goes there? Why? How do people worship in a mosque? Do Muslims worship at home? Draw a mosque and write about what happens there.</p> | <p>Quick quiz: Who worships in a mosque? How do people worship in a mosque? Lesson 6: Who looks after the place of worship? Ask: Who leads worship? Discuss the role of the priest/vicar in Christianity and the Imam in Islam. Make a montage of people associated with a place of worship, sharing information about: roles clothes activities reasons for going there</p> |
| | Suggested lessons | <p>Quick quiz: What is an Imam? What is a priest or vicar? Lesson 7: What objects do you find in a church? Consider how religious artefacts are used in a church and at home. Visit a church – or make a virtual tour - and look at how different parts are used. Identify and name the objects.</p> | <p>Quick quiz: Tick images/ name objects you would find in a church. Lesson 8: What objects do you find in another place of worship? Consider how religious artefacts are used in a mosque and at home. Identify and name the objects. Compare different artefacts from different religions/beliefs and discuss similarities and differences.</p> | <p>Quick quiz: Tick images/ name objects you would find in a mosque. Lesson 9: How are sacred texts treated? Talk about how the bible and the Qur'an are treated. Explore the use of holy books, prayer, and service books. Make a class book of prayers. 5 key questions</p> | | | |
| | Key content | <p>I can recall the important features of a place of worship and say how they are used.</p> <p>I can say why a local place of worship is important for many people.</p> <p>I can recognise which holy books are special to different religions.</p> | | | | | |
| | Second order concepts | I can explain similarities and differences. | Lessons 2, 6, 8, 9 | | | | |
| | | I can use written and oral expression. | Lessons 1, 4, 5, 7 | | | | |
| | | I can understand rules. | Lessons 9 | | | | |
| | | I can understand what it means to belong. | Lessons 3, 4, 5 | | | | |






| Y E A R | Spring 2: Beside the seaside | Key concepts | Prior Learning | At the end of this unit children will know: | 5 Key Questions |
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| | Unit of work Easter | Salvation, gospel | <ul style="list-style-type: none"> That Easter is a celebration. Children will recognise some symbols we see at Easter. How Christians celebrate Easter. (Learnt in EYFS) | <ul style="list-style-type: none"> The Easter story. Why the Easter story is important to Christians. How Christians celebrate Easter. |  Name three characters in the Easter story.  What part of the Easter story is good news for Christians?  Why is the egg a symbol we see at Easter?  Use the words 'good news' in a sentence about the Easter story.  What is similar and different for Christian and non-Christian families at Easter? |
| | | Vocabulary | | | |
| | | festival, celebration, Holy Week, Good Friday, Easter Day, Christian, good news | | | |
| | Suggested lessons | <p>Quick quiz: True or false for the following statements: The bible is the Christian holy book. The Qur'an is not a holy book. The Qur'an should be covered when not in use.</p> <p>Easter Lesson 1: What is Easter? Find out what the children know about Easter. Discuss sending cards, buying presents, Easter eggs, hot cross buns, holiday, Easter bunny. Children to write a list/draw as many things that link to Easter, using the video as a stimulus.</p> | <p>Quick quiz: Which of these symbols would you see Easter time? (show images)</p> <p>Easter lesson 2: Why is the story of Easter important to Christians? Retell a simple version of the Easter story, focusing on Holy Week and Jesus coming back to life. Easter feelings activity (see SOW).</p> | <p>Quick quiz: Name 3 things that happened in the Easter story?</p> <p>Easter lesson 3: Why is the story of Easter good news for Christians? Create a Venn diagram which shows which traditions and celebrations are the same/different in Christian and non-Christian families at Easter.</p> <p>5 key questions.</p> | |
| | Key content | I can recognise and recall the Easter story and know why it's important to Christians. | | | |
| | Second order concepts | I can explain similarities and differences. | Lessons 3 | | |
| | | I can use written and oral expression. | Lessons 1, 2 | | |
| Y E A R | Spring 1 and 2: Into the blue | Key Concepts | Prior Learning | At the end of this unit children will know: | 5 Key Questions |
| | Unit of work | God, sacred, holy, belief, religion | <ul style="list-style-type: none"> That people have places that are special to them. | <ul style="list-style-type: none"> The core beliefs of Christians. The core beliefs of Muslims. | |
| | Believing | Vocabulary | | | |






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| 2 | | <p>Jesus, God, bible, commitment, inspiration, respect, Allah, Muhammed (pbuh), Qur'an, 5 pillars of Islam, prayer, Lord's Prayer, believe, belief</p> | | <ul style="list-style-type: none"> That people have objects that are special to them. That people of faith go to places of worship. The names of some places of worship. <p>(Learnt in 1.1)</p> | | <ul style="list-style-type: none"> The names and meaning of some artefacts from Christianity and Islam. About respecting the beliefs of others. What Humanists believe. | |  What do Christians believe?  What beliefs do Christians and Muslims have that are the same?  How does the Lord's Prayer express belief?  What does it mean to make a commitment?  What is different about Humanism and Christianity? | |
| | Suggested lessons | <p>Quick quiz: What groups do you belong to? How does it feel to belong? Lesson 1: What is belief? Drawing on children's prior knowledge, recap work covered in Unit 1.1: Belonging and discuss groups children belong to; promises and commitments made when joining a community. Explore promises made when joining groups /communities such as: Rainbows, Cubs, Brownies, Guides Scouts. Watch video clips. Explain what is meant by making a commitment.</p> | <p>Quick quiz: What promises do we make in our lives? Why do we make promises? Lesson 2: What do I believe in? Talk about what the children believe in and list responses. Where do children get their beliefs and values? Create a mind map of your beliefs and values.</p> | <p>Quick quiz: Where do we get our beliefs and values? What do you believe in? Lesson 3: Do others believe the same as me? Consider and explore optical illusions: is seeing believing? Do we all see in the same way?</p> | <p>Quick quiz: Do we all believe the same thing? Name something that Christians believe. Lesson 4: What do Christians believe? Where do Christian faith members get their beliefs and values? What do Christians believe? List information on Christian beliefs.</p> | <p>Quick quiz: Why is Jesus important to Christians? Name three things that Christians believe. Lesson 5: What do members of a different faith believe? What do Muslims believe? List information on Muslim's beliefs. Have ready a selection of artefacts linked to Christianity and Islam; can children work out what a faith member believes? Write about the images of artefacts.</p> | <p>Quick quiz: Name two things that Muslims believe. What is the Muslim holy book called? Lesson 6: Why may a piece of sacred writing be important to a faith member? Recite a simple version of the Lord's Prayer and talk about what a believer might pray for.</p> | | |
| | | <p>Quick quiz: What religion might recite the Lord's Prayer? Name something a believer could pray for. Lesson 7: Do people who don't follow a religion have their own beliefs? Share a video clip on Humanism. Discuss the beliefs of this worldview</p> | <p>Quick quiz: True or false? Humanists believe in God. Name one thing Humanists believe. Lesson 8: Is it important for everyone to</p> | <p>Quick quiz: What things apart from religion can people show a commitment to? What does Marcus Rashford (or other person learnt about in the previous lesson) show commitment to? Lesson 9: Why should we respect the beliefs of others?</p> | | | | | |


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| | | and how it differs from Christianity. Write next to images which reflect Humanist's beliefs and values to explain them. | believe in something? Consider how faith and non-faith members show their beliefs through commitment. (See SOW for names of people to consider). Choose one person and write a fact file about them. | Why is a key inspirational to members of another faith? Look at Jesus and Muhammed (pbuh). What is their superpower? Write around a superhero image with the characteristics of Muhammed (pbuh) and why he is an inspiration to Muslims. | | | |
| | Key content | I can recall and name key beliefs from different religions. | | | | | |
| | | I can recognise similarities and differences between the key beliefs for different faiths. | | | | | |
| | | I can suggest two examples of religious beliefs that lead into action. | | | | | |
| | Second order concepts | I can understand similarities and differences. | | Lessons 3, 7 | | | |
| | | I can use written and oral expression. | | Lessons 2, 3, 4, 5, 6, 7, 8, 9 | | | |
| | | I can understand what it means to belong. | | Lessons 1 | | | |
| | Spring 2: Into the blue | Key concepts | Prior Learning | At the end of this unit children will know: | 5 key questions | | |
| | Unit of work Easter: The Easter Story | Salvation, gospel | <ul style="list-style-type: none"> The Easter story. Why the Easter story is important to Christians. How Christians celebrate Easter. (Learnt in Year 1 Easter) | <ul style="list-style-type: none"> How the Easter story is depicted in different forms. The sequence of events in the Easter story. In more depth about the symbols of Easter, such as the palm leaf. |  Name two things that happened on Palm Sunday.  Why were people so happy when Jesus arrived in Jerusalem?  How did Jesus set an example to Christians during Holy Week?  Use the word 'celebrate' in a sentence about Easter.  Why is the palm leaf an important part of the Easter story? | | |
| | | Vocabulary festival, celebration, celebrate, Holy Week, Palm Sunday, Good Friday, Easter Day, Jerusalem, palm leaf | | | | | |
| | Suggested lessons | Quick quiz: Who is a key inspirational figure to Christians? Who is | Quick quiz: Name three events that happened in the Easter story. Which characters are involved in the Easter story? | Quick quiz: True or false for the following statements about Palm Sunday. It is the first day of Holy Week. It commemorates Jesus' arrival in Jerusalem. Palm branches | | | |





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| | | a key inspirational figure to Muslims? Easter Lesson 1: What is the story of Easter? Retell the Easter story. See SOW for key content to include. Use storytelling techniques such as drama and godly play to sequence events in the Easter story. | Easter Lesson 2: What happened on Palm Sunday? Listen to the Palm Sunday story. Re-enact Palm Sunday through music and drama. | were waved by Jesus' followers. Jesus was riding on the back of a camel. Easter Lesson 3: Read the donkey's story, based on book Dave the Donkey by Andrew McDonough. Look at images which show the events of Holy Week. Write captions to show what example Jesus set Christians during Holy Week. | | |
| | Key content | I can talk about how Christians celebrate the festival of Easter. | | | | |
| | | I can use written and oral expression. | | | Lessons 1, 2, 3 | |
| Y E A R 3 | Spring: Location, Location, Location | Key concepts | | Prior Learning | By the end of the unit children will know: | 5 Key Questions |
| | Unit of work Faith Founders | Gospel, authority, faith | | <ul style="list-style-type: none">The names of religious leaders from at least two different religions.To know what people of different faiths, believe.The names of holy books.How religious people express their beliefs through actions and gestures. (Learnt in 1.2, 2.2) | <ul style="list-style-type: none">Key events in the life of Jesus and Guru Nanak.What Jesus and Guru Nanak taught their followers.How Jesus and Guru Nanak's teaching are similar and different.About the Ten Commandments and The Greatest Commandment. |  Name a key event in the life of Jesus and explain the impact this made.  How could the greatest commandment help people live their lives?  Explain who Guru Nanak was and what he taught people of all religions.  What does the word equality mean?  What is similar about the teachings of Jesus and Guru Nanak? |
| | | Vocabulary | | | | |
| | | Founder, faith, leader, teaching, values, holy book, sacred, commandment, parable, equality, Samaritan, Jesus, St Paul, Guru Nanak | | | | |
| Suggested lessons | Quick quiz: Name two reasons Mary is an important part of the Christmas story. Name | Quick quiz: Name three characteristics of a good leader. | Quick quiz: Name two faith founders for Christianity. What is the | Quick quiz: Which religion is Guru Nanak the faith founder of? Which religion is Muhammed (pbuh) the faith | Quick quiz: What happened in the story The Good Samaritan? | Quick quiz: What happened in The Boulder Story? What is the moral of the story? |






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| | | <p>three different ways epiphany is celebrated around the world. Why did the wise men make such a long journey?</p> <p>Lesson 1: What makes a good leader?</p> <p>What does it mean to be the 'founder' or leader of a group or team? Link to groups we know or attend for example, Brownies, Scouts, football...</p> <p>Characteristics of a good leader.</p> | <p>What does it mean to be the founder of a faith? Who is the founder of the Christian faith?</p> <p>Lesson 2: Who are the key religious figures for Christianity? Explore the life of key religious figures for Christianity, such as Jesus and St Paul.</p> | <p>incarnation? What is the resurrection?</p> <p>Lesson 3: Who are the key religious figures for other faiths? Select and explore the life of key religious figures for other faiths, such as Mohammad (pbuh) and Guru Nanak. Match key events with the correct faith founder.</p> | <p>founder of? True or false? Mohammed (pbuh) had a series of spiritual journeys.</p> <p>Lesson 4: What did the key religious figures for Christianity believe and do? Events in the life of Jesus and St Paul. What did they believe? What did they do in their lives? Use the story of The Good Samaritan as the focus for the lesson. Read the story, order story events and discuss the feelings of characters at different points in the story.</p> | <p>What is the moral of The Good Samaritan story?</p> <p>Lesson 5: What did the key religious figures for other faiths believe and do? Events in the life of Guru Nanak. What did Guru Nanak believe and do? Explain about how he taught people about the importance of humanity, equality and said we are all equal. Read Guru Nanak and the boulder story.</p> | <p>Lesson 6: How did people respond to their deeds and words? Which religions other than Christianity recognise Jesus as an important teacher? Look at the links between Jesus and other religions, ask What do Hindu and Sikh people believe about Jesus?</p> |
| | | <p>Quick quiz: True or false? Other religions believe Jesus was an important teacher. Muslims believe Jesus was a messenger of God. Sikh's respect Jesus.</p> <p>Lesson 7: Where do we find these teachings? Watch video clips to see real life examples of children/ families using holy books in their everyday lives. How do they use them? Why do they use them? What can we learn from the videos?</p> | <p>Quick quiz: What is the Christian holy book called? What is the Muslim holy book called? What is the Sikh holy book called?</p> <p>Lesson 8: How does a person's faith influence the way they live? Watch videos to understand a day in the life of a Christian/ or other religion. How does being a Christian influence the way people live?</p> | <p>Quick quiz: Name three things a Christian could do in their daily lives. How could being a Christian help you deal with anger?</p> <p>Lesson 9: How do the teachings of a faith founder impact on wider society? Express thoughts about whether the teachings of faith founders can change lives for the better and guide followers. Find out the ten commandments and discuss Jesus's greatest commandment.</p> <p>End of unit assessment questions.</p> | | | |
| | Key content | I can recognise key events in the lives of some faith founders and the impact they made. | | | | | |
| | | I can describe and make links between the teachings of different faith founders. | | | | | |
| | Second order concepts | I can explain similarities and differences. | Lessons 3, 5, 6, 7 | | | | |
| | | I can understand the significance of rules. | Lessons 9 | | | | |
| | | I can use written and oral expression. | Lessons 1, 6 | | | | |
| | | I can understand the concept of belonging. | Lessons 8 | | | | |



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| | | I can understand authority. | Lessons 1, 2, 9 | | |
| | | I can show empathy. | Lessons 4 | | |
| | Spring 2: Location, Location, Location | Key concepts | Prior Learning | By the end of the unit children will know: | 5 key questions |
| | Unit of work | Salvation, gospel | <ul style="list-style-type: none">The Easter story in different forms.The sequence of events in the Easter story.Understand in more depth the symbols of Easter, such as the palm leaf. (Learnt in Year 1 and 2 Easter) | <ul style="list-style-type: none">Why Holy Week is such an important part of the Easter story.Significant events which took place at the Last Supper and in the Garden of Gethsemane.What Christians can learn from the resurrection of Jesus. |  What happened to Jesus on Good Friday? |
| | Easter: Holy Week | Vocabulary | | |  Where do Christians believe they will go when they died and why? |
| | | Holy Week, Last Supper, Good Friday, Easter Sunday, crucifixion, resurrection, heaven | | |  What does the resurrection of Jesus teach Christians? |
| | | | | |  Use the word crucifixion in a sentence about Easter. |
| | | | | |  Name something that is similar and different about Good Friday and Easter Sunday. |
| | Suggested lessons | <p>Quick quiz: Name 3 of the ten commandments. What is the greatest commandment? How do the ten commandments guide Jesus' followers?</p> <p>Easter Lesson 1: Why is the festival of Easter an important celebration for Christians? Explore the events in Holy Week: Palm Sunday - joy Good Friday – sadness and despair Easter Sunday – hope. Ask pupils to create a triptych with the central frame showing hope, the left frame showing sadness and the right frame showing joy. Produce 'salvation artwork' for each frame showing joy, hope or sadness/ despair in</p> | <p>Quick quiz: Match the day of Holy Week with the emotion. Why is Easter important for Christians?</p> <p>Easter Lesson 2: Why do Christians call the day Jesus died Good Friday? Show pupils a selection of crosses from around the world and what they mean. Ask them to choose a cross that would be good to display in a church on Good Friday. Ask them to write an explanation of their choice, including why they think Christians call the day Jesus died 'Good Friday'. Create a cross to show hopes for the future in the style of an El Salvador cross.</p> | <p>Quick quiz: Why is the day Jesus died called Good Friday? Where do Christians believe they will go when they die? Who do they believe they will be with in heaven?</p> <p>Easter Lesson 3: What do Christians believe happened on Easter Sunday? Learn about the resurrection of Jesus. Write a poem about thoughts on Good Friday and Easter Sunday.</p> | |




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| | | Holy Week and in the world today. Ask pupils to write an explanation of their 'salvation art'. | | | | | |
| | Key content | I can describe the events of Holy Week and how Christians remember them today. | | | | | |
| | Second order concepts | I can explain similarities and differences. | Lessons 3 | | | | |
| | | I can use written and oral expression. | Lessons 1, 2, 3 | | | | |
| Y E A R 4 | Spring 1 and 2: Cloud to Coast | Key concepts | Prior learning | | By the end of the unit children will know: | 5 Key Questions | |
| | Unit of work People who inspire us | commitment, spiritual, right and wrong | <ul style="list-style-type: none">How the choices we make may affect other people.About inspirational figures to Christians and other faiths. (Learnt in 2.1, 2.2) | | <ul style="list-style-type: none">How religion has motivated people to dedicate themselves to worthwhile causes and the actions they have taken.The names and actions of local saints and heroes.That other faiths have 'saints' too and know the names they use for these people. |  What is a saint?  What title is given to 'saints' in other faiths?  Who might the saints and heroes be in our local community?  Are all saints Christian?  How do individuals become significant people of faith | |
| | | Vocabulary | | | | | |
| | | Saint, inspiration, sacrifice, cause, altruism, justice, freedom, commitment | | | | | |
| | Suggested lessons | Quick Quiz: Give two symbols from a Christian wedding. Give two symbols from a Hindu wedding. Lesson 1: What is a saint? Is there a difference between a saint and a hero? Devise 'success criteria' for a saint. Children discuss in groups and create pyramid ranking using post it notes. Record in books. | Quick Quiz: Match the religion to the religious rules for living: Christian Ten Commandments Hindu Yamas/Niyamas Lesson 2: How does a person become a saint? Use class 'success criteria' and what they have found out in their enquiry to create a flow diagram or timeline for a person to become a saint. | Quick Quiz: How is light used in Hanukkah? How is light used in Diwali? How is light used at Christmas? Lesson 3: Where are saints' names found in the local community? Research on Google Maps at the names of local churches with saints' names. Find out information about one of those saints, record for working wall. | Quick Quiz: Name two saints. Name the five main world religions. Lesson 4: How are local or national saints remembered? Share story of St Andrew as patron saint of Scotland and also fishing. Learn about how saints are remembered using sculptures and artwork. Pupils create their own symbols using different media to represent St. Andrew and the fishing community in the local area. | Quick Quiz: St Andrew is the patron saint of... What are similar features in both Christian and Humanist weddings? Lesson 5: Are all saints Christian? What title is given to the saints of other faiths? Read/ research information about Hindu and Sikh saints and their titles. Write about how Christian, Hindu and Sikh saints are similar and different. | Quick Quiz: List some Christian saints. List some Hindu saints. List some Sikh saints. Lesson 6: What can we learn about commitment from the lives of significant people of faith? Learn about Saint (Mother) Theresa and Saint Francis. Answer reflective questions about their actions. |






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| | | <p>Quick Quiz: Why is Jesus the 'light of the world'? What do the different elements of a Christingle symbolise?</p> <p>Lesson 7: Who might be the saints and heroes of the local community? Learn about Thomas Ferens, Alfred Gelder. Lilli Billocka, Amy Johnson, Jean Bishop (The Bee Lady). Create a fact file about one local hero.</p> | <p>Quick Quiz: List some Hull heroes and briefly tell me why they're a hero.</p> <p>Lesson 8: What inspires some people to commit their lives to an altruistic cause? Do you have to be religious to commit to a cause? Children create table to create compare two local saints/ heroes e.g. St. Teresa and Thomas Ferens/Alfred Gelder. Children begin to reflect on how their legacies continue to influence people today.</p> | <p>Quick Quiz: List some symbols and artefacts from a funeral. List some artefacts from a baptism.</p> <p>Lesson 10: What impact may a person's actions have on the lives of others? Express thoughts about the actions of some people that change lives for the better and influence others. Use Prayer for St. Francis – share thoughts about its teaching; what impact did his teachings have in his lifetime and what impact might his teachings have now</p> | | | |
| | Key Content | I can explain what prompts people to commit to an ethical cause. | | | | | |
| | | I can explain and give reasons why a person of faith devoted themselves to a cause. | | | | | |
| | | I can give examples of altruistic actions in the community. | | | | | |
| | Second order concepts | I can use written and oral expression. | | Lessons 1, 2, 5, 8 | | | |
| | | I can understand cause and consequence. | | Lessons 2, 6 | | | |
| | | I can understand what it means to belong. | | Lessons 7 | | | |
| | | I can understand similarities and differences. | | Lessons 1, 5 | | | |
| | | I can understand significance. | | Lessons 3, 4, 6, 9 | | | |
| | Spring 2: Cloud to Coast | Key Concepts | Prior learning | By the end of this unit children will know: | 5 Key Questions | | |
| | Unit of work | Salvation, gospel | <ul style="list-style-type: none"> About Holy Week and why it is such an important part | <ul style="list-style-type: none"> Different ways in which the cross conveys the |  What is Maundy Thursday? | | |
| | | Vocabulary | | | | | |

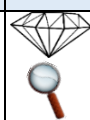
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| | Easter: The Cross | Holy Week, Jerusalem, Holy Communion, Maundy Thursday, Good Friday, Palm Sunday, disciples, crucifix, crucifixion, salvation | <p>of the Easter story.</p> <ul style="list-style-type: none"> Significant events which took place at the Last Supper and in the Garden of Gethsemane. What Christians can learn from the resurrection of Jesus. <p>(Learnt in Year 3 Easter)</p> | <p>importance and message of Easter.</p> <ul style="list-style-type: none"> Key events associated with Holy Week, comparing Jesus' entry into Jerusalem on Palm Sunday with washing the disciples' feet on Maundy Thursday How the crucifixion might offer salvation to Christians. |  How do Christians remember the events of Holy Week?  What might happen at a communion service on Maundy Thursday?  Why is the crucifix symbol significant at Easter?  Why is Maundy Thursday significant for Christians? |
| | Suggested lessons | <p>Quick Quiz: List some symbols of Easter. Who rose into heaven at Easter? On what day did Jesus die?</p> <p>Easter Lesson 1: What are the key events of Holy Week? Learn about symbols and artefacts found in church which link to Holy Week. Display findings on a working wall and/or create a short video clip of children explaining what they have found out.</p> | <p>Quick Quiz: List Christian symbols related to Easter. List the key events of Holy Week. How do Christians remember the events of Holy Week?</p> <p>Easter Lesson 2: What happened at The Last Supper? Learn about the events of The Last Supper. Give each pupil an outline of a foot and ask them to write on one side about what Jesus washing the disciples' feet teaches Christians, and on the other side think of how Christians could follow the example of Jesus by being a servant.</p> | <p>Quick Quiz – Name three symbols or artefacts found in a church which link to Holy Week. What does Jesus washing the disciples' feet teach Christians? How can Christians follow the example set by Jesus?</p> <p>Easter Lesson 3: Why is Maundy Thursday significant for Christians? Learn about Maundy Thursday and Jesus' actions. Create a guide for children to use in church to help them understand the communion service.</p> | |
| | Key content | I can explain the meaning of the cross for Christians and how it conveys the Easter message. | | | |
| | Second order concepts | I can use written and oral expression. | Lessons 1, 2, 3 | | |
| | | I can understand similarities and differences. | Lessons 2 | | |
| Y E | Spring 1 and 2: Land, Sea and Space | Key concepts | Prior learning | By the end of the unit children will know: | 5 Key Questions |
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| AR 5 | Unit of work Faith in action | People of God, holy, belief | | <ul style="list-style-type: none"> Who the founders of Christianity, Sikhism and Hinduism are. That the faith founders can be a source of guidance to their followers. That faith founders have an influence and impact on the followers of their religion. That some people are religious, but other hold non-religious views. (Learnt in 3.2) | | <ul style="list-style-type: none"> The challenges posed by choosing to live a life of faith. What faith in action looks like. Similarities and differences in Hindu., Christian and Sikh prayer. What it means to have vocation. | |  List three faith-based charities.  Define 'vocation'.  Why do some religious individuals demonstrate faith in action?  Are all influencers positive?  Who is Ghandi and why is he a significant individual of faith? | |
| | Suggested lessons | Quick Quiz: Match the symbols to the correct religion i.e. symbols of dove, flame, light, Seder plate, Qur'an stand Lesson 1: Who do we listen to? Show children some pictures of relevant, well-known celebrities who they may find inspirational. Discuss why they may inspire us and what they may influence us to do. | Quick Quiz: Which religions celebrate the following festivals? Eid Easter Passover Diwali Ramadan Christmas Lesson 2: Where do we get our beliefs from? What does 'belief' mean to them? Why do they think they have these beliefs? How do our beliefs change over time/ as we get older? Do beliefs always have to be abstract things such as Father | Quick Quiz: List a key difference between Protestants and Catholics. Which Christian denomination doesn't celebrate Christmas or Easter? Lesson 3: Who and what helps to shape our beliefs? Explore the lives of significant people such as, Malala, Ghandi, Archbishop Desmond Tutu or Andrew Copson (British Humanist Association). Write ten rich questions you could ask those people about their work and their | Quick Quiz: List the names of significant Christian individuals. Lesson 4: How can we tell the difference between good and bad influencers? Discuss who the children would consider to be 'influencers'; talk about 'influencers' on social media: Are modern day celebrities' good influences? Why/why not? Consider religious influences and influencers such as faith founders. Answer questions about influencers and influences. | Quick Quiz: Match the religion to their pace of worship. Lesson 5: Considering the teachings of faith founders, what are the different key beliefs? Introduce Jesus (Christianity), the Prophet Muhammed (Islam), Siddhartha Gautama (Buddhism) and Guru Nanak (Sikhism) as faith founders. Investigate key beliefs from different religions and other worldviews in some depth. Find out where they come from and their relevance for today in the practice of faith members. | Quick Quiz: Match the faith founders to the religions. Who is Malala? Who is Archbishop Desmond Tutu? Lesson 6: What is the same and what is different between religious concepts? Explore similarities and differences between religious concepts such as prayer for Christians, Hindus and Sikhs. | | |

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| | | Christmas/God? Mind-map the things they believe in. | commitment to their beliefs. | | | |
| | <p>Quick Quiz: List the different titles for Jesus. List any stories from the Bible which have an influential message for followers. Lesson 7: How do faith-based charities exemplify faith teachings? Discuss how charities may follow the teachings of faiths. Look at bible verses together – how does charity work follow these teachings? Such as: Luke 21:1-4, Luke 12:33, Matthew 5:42, Matthew 25:35, Isaiah 58:10. Split into groups and have each group focus on the different work of charities listed in the SOW.</p> | <p>Quick Quiz: Circle the Christian symbols. Circle the Sikh symbols. Lesson 8: What is vocation? Read Scenarios that describe people and choose a vocation that could suit them. Could people's personalities suit multiple vocations? Consider themselves – try to write their own character descriptions. Do they think they have a calling to a particular vocation? Why/why not?</p> | <p>Quick Quiz: Give me a list of jobs which could be seen as vocations. List some Hull heroes and briefly tell me why they're a hero. Lesson 9: Do you have to be religious to have a vocation? Introduce vocations in Christianity and how these usually involve Christians being faithful to Christian teachings, such as marriage, or to be a priest, monk or nun. Create an advert for a vocation.</p> <p>End of unit assessment questions</p> | | | |
| | Key Content | I can identify the origins and make connections between faith teachings. | | | | |
| | | I can give a considered response to the challenges of following a faith. | | | | |
| | Second order concepts | I can use written and oral expression. | | Lessons 1, 2, 3, 8, 9 | | |
| | | I can understand similarities and differences. | | Lessons 4, 5, 6, 7 | | |
| | | I can understand significance. | | Lessons 1, 7, | | |
| | Spring 2: Land, Sea and Space | Key concepts | Prior learning | By the end of this unit children will know: | 5 key questions | |
| | Unit of work | Salvation, God | <ul style="list-style-type: none"> Different ways in which the cross conveys the importance and message of Easter. | <ul style="list-style-type: none"> What Lenten actions are. How the Jewish festival of Pesach |  What is significant about Pesach at Easter? | |
| | | Vocabulary | | |  How do Jewish people prepare their homes for Passover? | |

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| | Easter: Resurrection | Lent, Lenten, fasting, sacrifice, resurrection, repentance, forgiveness of sins, redemption, Good News, Passover | <ul style="list-style-type: none"> Key events associated with Holy Week, comparing Jesus' entry into Jerusalem on Palm Sunday with washing the disciples' feet on Maundy Thursday How the crucifixion might offer salvation to Christians. <p>(Learnt in Year 3 and 4 Easter)</p> | <p>fits with the story Easter.</p> <ul style="list-style-type: none"> About the resurrection and the impact on Jesus' disciples. |  Define sacrifice.  How does the resurrection make a difference to how Christians live today?  During lent, is it better to give something up or give something away? |
| | Suggested lessons | <p>Quick Quiz: List some symbols of Easter. Who rose into heaven at Easter? On what day did Jesus die? Easter Lesson 1: What is lent? Using websites or books, find out about Lenten actions. List key information and share with the class or in a presentation. Ask pupils to reflect on what sacrifices they would be prepared to make, and in what cause.</p> | <p>Quick Quiz: List Christian symbols related to Easter. Name three Lenten actions. How do Christians use Lent to prepare for Easter? Easter Lesson 2: How does the Jewish festival of Pesach fit with the story of Easter? Learn about how Jews prepare homes for Passover (link with the story of Moses).</p> | <p>Quick Quiz. What is Passover? How do Jewish prepare their homes for Passover? How long is Lent? Easter Lesson 3: How might believing in the resurrection of Jesus make a difference to how people live today? Ask pupils to reflect on the changes in emotions for Christians between Good Friday and Easter Sunday. Would it matter if the resurrection hadn't happened? Present ideas and evidence for why Easter Sunday is seen by Christians as a day of hope.</p> | |
| | Key concepts | I can explain how the disciples reacted to the resurrection of Jesus. | | | |
| | Second order concepts | I can use written and oral expression. | Lessons 1, 3 | | |
| | | I can understand similarities and differences. | Lessons 2 | | |
| | | I can understand significance. | Lessons 3 | | |
| | | I can understand cause and consequence. | Lessons 1 | | |
| Y | Spring 1 and 2: | Key Concepts | Prior Learning | By the end of this unit children will know: | 5 Key Questions |

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| E A R 6 | Journeys and Justice | | | | | |
| | Units of work Living a faith | Kingdom of God, identity, spiritual, belonging, worship, religion | <ul style="list-style-type: none">Some different ways people communicate with their God.The uses of sacred places, symbols and artefacts by believers and the community.Religious stories that identify how believers are expected to behave.The significance and use of symbols and artefacts in rites of passage. (Learnt in 3.3., 4.1) | <ul style="list-style-type: none">Who and what can shape their identities.What influences someone to be who they are.The milestones of life for Christians, Hindus and Sikhs.How non-religious groups mark transitions in life. |  Explain how the milestones in our lives help us develop our identity.  How do non-religious people mark the milestones of life?  Why is a Bar Mitzvah an important rite of passage?  Define identity.  What is the significance of using traditions to mark transitions in life? | |
| | | Vocabulary | | | | |
| | | Belonging, identity, rite of passage, ritual, celebration, expression, milestone, confirmation, Bar Mitzvah, Bat Mitzvah | | | | |
| | Suggested lessons | <p>Quick Quiz: What is freedom? What is discrimination? List some examples of non-freedoms. Lesson 1: What is identity? Children think of some words to describe significant aspects of their own identity. Children explain some ways in which they express their identity through their actions. Create an identity web.</p> | <p>Quick Quiz: List the five major world religions. List as many injustices you can think of. Lesson 2: What contributes to a sense of identity and belonging? Discuss what shapes who we are. Children explore how being forced to leave your home can affect your identity and belonging.</p> | <p>Quick Quiz: How does homelessness affect your identify and belonging? List the different elements of your identity. Lesson 3: Does having a faith shape a person's identity? Consider what a person says about themselves when they say, 'I am a (Christian/Hindu/Sikh).' Look at the clothing rules/ codes and compare and contrast.</p> | <p>Quick Quiz: What are the rules Christians are supposed to follow called? Match the symbols to the religion. Lesson 4: Are names and titles important? Read the poem 'Two Names, Two Worlds' – discuss how names represent who we are and our place in society.</p> | <p>Quick Quiz: Match the place of worship to the religion. How can people be reconciled? Lesson 5: What are the milestones of life? Consider the importance of celebrating the milestones of life and the ways they may engender a sense of identity and belonging.</p> |
| | Quick Quiz: | Quick Quiz: | Quick Quiz: | | | |

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| | | <p>What do Humanists believe?</p> <p>List the milestones of life.</p> <p>Lesson 7: How do people of faith mark transitions in life?</p> <p>Explore transitions or rites of passage in different faiths, including a Bar Mitzvah.</p> | <p>What do Humanists do for new stages in life?</p> <p>List the key activities/ events in Bar Mitzvah.</p> <p>Lesson 8: How do rites of passage demonstrate identity and belonging for a person's faith?</p> <p>Explore rites of passage in literature – how do they contribute to identity and belonging before applying understanding to people of faith.</p> | <p>Give me an example of a rite of passage for a Christian.</p> <p>Give me an example of a rite of passage for a Jew.</p> <p>Give me an example of a rite of passage for a Hindu.</p> <p>Lesson 9: What if there were no traditions to mark stages in life?</p> <p>Recap understanding of rites of passage and how they bring believers into faith.</p> <p>Would we still belong if we didn't celebrate rites of passage?</p> <p>End of unit assessment questions</p> | | | |
| | Key Content | I can explain and give reasons about how personal milestones engender a sense of identity. | | | | | |
| | | I can discuss and give examples of how participating in rites of passage have an impact on religious communities. | | | | | |
| | Second order concepts | I can explain similarities and differences. | Lessons 3 | | | | |
| | | I can use written and oral expression. | Lessons 2, 4 | | | | |
| | | I can understand significance. | Lessons 1, 6, 7 | | | | |
| | | I can understand what it means to belong. | Lessons 2, 4, 5, 8, 9 | | | | |
| | Spring 2: Journeys and Justice | Key concepts | Prior learning | By the end of this unit the children will know: | 5 key questions | | |
| | Unit of work | Salvation, gospel | <ul style="list-style-type: none">Key events from the Easter story.What Lenten actions are. | <ul style="list-style-type: none">Religious and secular interpretations of EasterParts of the Easter story from different perspectives. |  | Define salvation. | |
| | Easter: The message of | Vocabulary | | | | | |

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| Easter today | Good Friday, Easter Sunday, epitaph, sacrifice, resurrection, repentance, forgiveness of sins, redemption, Good News, salvation, religious, secular | <ul style="list-style-type: none"> How the Jewish festival of Pesach fits with the story Easter. The resurrection and the impact on Jesus' disciples. (Learnt in Year 4 and 5 Easter) | <ul style="list-style-type: none"> How Jesus' death is marked around the world. | Why does believing in life after death make a difference to Christians? How is Good Friday marked in different ways in different countries? Which words could be found on an epitaph and why? What is similar and different about religious and secular epitaphs?  |
| Suggested lessons | Quick Quiz: Who are the key figures involved in the Easter story? Who betrayed Jesus? What event happened before Jesus was betrayed? Easter Lesson 1: How do Christians across the world celebrate Easter and why? Look at many ways in which one event from the Easter story is marked at the festival of Easter, e.g., Jesus' death. Focus on Easter practices on Good Friday or Easter Sunday for two or more countries. Pupils should put these into a Venn diagram to see where practices are unique to one of the countries studied or are shared by countries. | Quick Quiz: How is Jesus' death marked at Easter celebrations around the world? What is the same about how Good Friday is marked in different countries? What is different about how Good Friday is marked in different countries? Easter Lesson 2: What does Jesus' death and resurrection mean to Christians? Sort the epitaphs, memorials and gravestones — perhaps using categories such as most meaningful, comforting or peaceful. List which words occur most often, for example: memory, hope, resurrection, beloved. Say why. | Quick Quiz: List words that are common on epitaphs, memorials and gravestones. What is the difference between religious and secular epitaphs? Easter Lesson 3: What is the impact of the message of salvation for the world today? Pupils to give a one-minute presentation, using words and images, to explain the significance believing in life after death makes to Christians, using evidence and examples and referring to John 11:25–26. | |
| Key concepts | I can explain the message of Easter for Christians in the world today. | | | |
| Second order concepts | I can explain similarities and differences. | Lessons 1, 2 | | |
| | I can use written and oral expression. | Lessons 2, 3 | | |
| | I can understand significance. | Lessons 3 | | |