



RE

Long Term Planning – Kapow Religion and Worldviews



RE expectations:

Lessons will be weekly with 30-minute lesson slots.

Lessons will be discussion based with opportunities for the children to lead learning.

There will be no recording for RE but the following must be evidenced in books:

- One Mid Unit assessment – to be completed on weeks 3/4 (Please state **Mid Point Assessment** on work)
- End of Unit assessment- to be completed on weeks 5/6 (Please state **End of Unit Assessment** on work)

Slides Expectation:

The RE slides must have the following:

1. Retrieval slide with 4 questions:
 - Question based on the last lesson's learning
 - Question based on the learning from 2 lesson's prior
 - Question from the unit before
 - Question based on the unit's learning so far
2. LO/SC slide
3. What Religion is being covered in that lesson.
4. New Vocab Slide - one or two words
5. Last Slide – Hinge Style Question



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<u>We are Superheroes!</u> Enquiry Question: What makes people special?	<u>Celebrations</u> Enquiry Question: What is a special day for you?	<u>Wonderful Walthamstow</u> Enquiry Question: What are some special places in my local area?	<u>Little Investigators</u> Enquiry Question: What special people are there in familiar stories?	<u>Let's Pretend: Traditional Tales</u> Enquiry Question: What can we learn from stories?	<u>Let's Pretend: Modern Tales</u> Enquiry Question: What similarities and differences can we find in stories?
Year 1	<u>Unit: How did the world begin?</u> <u>Lesson 1:</u> Respectful Religion and World views – What do I believe? <i>To show respect when talking about big ideas.</i>	<u>Unit: What do some people believe God looks like?</u> <u>Lesson 1:</u> How might ideas about God be represented? <i>To express ideas about God.</i>	<u>Unit: What is God's job?</u> <u>Lesson 1:</u> How do the 99 names of God tell us about what some Muslims believe God does? <i>To investigate different beliefs about God through</i>	<u>Unit: Why should we care for the world?</u> <u>Lesson 1:</u> Who owns the world? <i>To explore who might own the world through a creation story.</i> <u>Lesson 2:</u>	<u>Unit: How do we know new babies are special?</u> <u>Lesson 1:</u> How do we know that babies are special? <i>To explore the belief in a God that created humans and suggest why babies are special to parents.</i>	<u>Unit: Why should we care for others?</u> <u>Lesson 1:</u> Why do people care for others? <i>To identify how and why some people care for others by exploring the Sikh belief in Sewa.</i>



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	<u>Lesson 2:</u> What is creation? <i>To understand what creation means in relation to the natural world.</i> <u>Lesson 3:</u> What might some Christian and Jewish people think about creation? <i>To know that some people believe God created the world as described in Genesis.</i> Mid Unit Assessment: <u>Lesson 4:</u> What do some Hindu people believe about creation? <i>To recognise that there are different</i>	<u>Lesson 2:</u> What do some Muslim people believe about God? <i>To explain how some Muslim people express their ideas about God.</i> <u>Lesson 3:</u> What do some Hindu people believe God looks like? <i>To recognise some of the different forms of God in the Hindu worldview.</i> Mid Unit Assessment: <u>Lesson 4:</u> What do some Christian people believe God looks like?	<i>exploring the 99 names of Allah.</i> <u>Lesson 2:</u> Why have some people decided to trust God? <i>To identify beliefs about special relationships with God from a Jewish story.</i> <u>Lesson 3:</u> What does the Tenak say about God? <i>To describe what some people believe about God using Jewish scripture.</i> Mid Unit Assessment: <u>Lesson 4:</u> What do some people believe God	Who can care for the world? <i>To investigate why some people believe God created humans last in the creation story.</i> <u>Lesson 3:</u> Why do some people believe we should care for the world? <i>To understand the meaning of stewardship through exploring quotes.</i> Mid Unit Assessment: <u>Lesson 4:</u> What do some Muslim people believe about caring for the world? <i>To investigate what some Muslims believe about caring for the world by exploring</i>	<u>Lesson 2:</u> What do some Muslim people do to show a new baby is special? <i>To explain why some Muslim people welcome a new baby with the Adhan.</i> <u>Lesson 3:</u> What is Aqiqah and why is it important to some Muslims? <i>To explain how some Muslim people welcome a new baby by investigating Aqiqah.</i> Mid Unit Assessment: <u>Lesson 4:</u> What is Jatakarma and why is it important to some Hindu people? <i>To explain how some Hindu people welcome a</i>	<u>Lesson 2:</u> How might Muslim people show it is important to care for others? <i>To investigate why many Muslims believe it is important to care for others by exploring Zakat.</i> <u>Lesson 3:</u> Is giving always the same? <i>To investigate why some ways of caring might take more effort and receive less thanks than others by exploring Tzedakah.</i> Mid Unit Assessment: <u>Lesson 4:</u> What can we learn about caring for others from stories? <i>To explore Christian teachings on caring</i>
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	creation stories to explain how the world began. <u>Lesson 5:</u> What do creation stories suggest to some people about God? <i>To express ideas about what a creator might be like.</i> <u>Lesson 6:</u> Where did the world come from? <i>To explore and express ideas about creation.</i> End of Unit Assessment:	<i>To recognise that many Christian people believe that Jesus is the son of God and God on Earth.</i> <u>Lesson 5:</u> Do people all share the same beliefs about what God looks like? <i>To identify how some religious worldviews refer to and represent God.</i> <u>Lesson 6:</u> Why do people have different names for God? <i>To identify and explain some of the different names people use for God.</i>	might do as a person? <i>To describe what some people believe about God using a Christian story.</i> <u>Lesson 5:</u> What do some Hindu people believe about God? <i>To understand what some Hindus believe about God's different forms and the Trimurti.</i> <u>Lesson 6:</u> What do some Zoroastrian people believe about God? <i>To explore some Zoroastrian beliefs about God through their creation story.</i>	stories about Muhammad. <u>Lesson 5:</u> What other reasons are there for caring for the world? <i>To understand why some people believe it is important to care for the world by exploring ahimsa.</i> <u>Lesson 6:</u> Why should we care for the world? <i>To understand the importance of taking care of the world from different views.</i> End of Unit Assessment:	new baby by exploring Jatakarma. <u>Lesson 5:</u> What promises might people make for a new baby? <i>To explore how promises are made during Christian baptism ceremonies.</i> <u>Lesson 6:</u> How are some babies named? <i>To identify why names are sometimes an important part of baby naming ceremonies.</i> End of Unit Assessment:	through stories about Jesus. <u>Lesson 5:</u> Why might Humanists choose to care for others? <i>To identify some Humanist beliefs about the importance of caring for others.</i> <u>Lesson 6:</u> What inspires some people to care for others? <i>To explore modern examples of how people use their skills to care for others.</i> End of Unit Assessment:
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		End of Unit Assessment:	End of Unit Assessment:			
<u>Year 2</u>	<u>Unit: Why do we need to give thanks?</u> <u>Lesson 1:</u> Respectful Religion and World views – What are big questions? <i>To identify and respectfully discuss big questions.</i> <u>Lesson 2:</u>	<u>Unit: What do candles mean to people?</u> <u>Lesson 1:</u> What are candles? <i>To express and compare ideas about the meaning of candles.</i> <u>Lesson 2:</u> Who were Rama and Sita?	<u>Unit: How do we know some people have a special connection to God?</u> <u>Lesson 1:</u> How can we tell Jesus is special to some people? <i>To identify how the Christmas story symbolises that Jesus is special to some people.</i>	<u>Unit: What is a Prophet?</u> <u>Lesson 1:</u> What characteristics did some prophets have? <i>To identify the characteristics of a prophet by exploring a story.</i> <u>Lesson 2:</u> How might it feel to be a prophet?	<u>Unit: How do some people talk to God?</u> <u>Lesson 1:</u> Why do some people talk to God? <i>To consider why some people might choose to talk to God.</i> <u>Lesson 2:</u> What can prayer mean?	<u>Unit: Where do some people talk to God?</u> <u>Lesson 1:</u> Why do some Muslim people pray in a mosque? <i>To explore how Muslims pray both individually and in a mosque.</i> <u>Lesson 2:</u> What can Orthodox churches suggest about some Christians' beliefs?



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	How and why do some people show thanks? <i>To identify how and why some people say thank you by reflecting on personal experience.</i> <u>Lesson 3:</u> Why is harvest an important time for giving thanks? <i>To recognise how and why some people celebrate harvest by examining what they say and do.</i> <u>Mid Unit Assessment:</u> <u>Lesson 4:</u> Why do some people thank God? <i>To identify why some Hindu's and Christians</i>	<i>To recognise why candles are used to represent stories and beliefs.</i> <u>Lesson 3:</u> How are candles used during Diwali? <i>To know that the festival of Diwali can be celebrated in different ways.</i> <u>Mid Unit Assessment:</u> <u>Lesson 4:</u> How are candles using during Advent? <i>To know how some Christian followers might celebrate Advent.</i> <u>Lesson 5:</u>	<u>Lesson 2:</u> Why might some people think Guru Nanak is special? <i>To investigate why some people believe Guru Nanak was special by exploring a story.</i> <u>Lesson 3:</u> How do religious stories show some people are special? <i>To explore how some stories show beliefs about special people.</i> <u>Mid Unit Assessment:</u> <u>Lesson 4:</u> How do we know that Krishna is special to some people?	<i>To investigate stories about people's responses to being a prophet.</i> <u>Lesson 3:</u> What promises do some people believe God made to some Prophets? <i>To explore promises made to some prophets in stories and scriptures.</i> <u>Mid Unit Assessment:</u> <u>Lesson 4:</u> How do we know that Muhammad was the last prophet in the Muslim worldview? <i>To investigate the role of Muhammad using stories and scripture.</i> <u>Lesson 5:</u>	<i>To investigate ways some people pray.</i> <u>Lesson 3:</u> How do some people use their bodies to pray? <i>To recognise how different people use their bodies to pray by exploring practices.</i> <u>Mid Unit Assessment:</u> <u>Lesson 4:</u> What objects do some people use when they pray? <i>To understand why some people use special objects and clothing during prayer.</i> <u>Lesson 5:</u> How do some Hindu people pray?	<i>To describe and explain the features of an Orthodox Christian church.</i> <u>Lesson 3:</u> What can we learn by exploring different Christian places of worship? <i>To compare different Christian places of worship.</i> <u>Mid Unit Assessment:</u> <u>Lesson 4:</u> Why do some Jewish people go to they Synagogue? <i>To explore the importance of the synagogue to some Jewish people by identifying features that help them pray.</i> <u>Lesson 5:</u>



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	<i>feel thankful to God by exploring stories.</i> <u>Lesson 5:</u> How can puja express thanks? <i>To describe how and why some Hindus use puja to express gratitude to God.</i> <u>Lesson 6:</u> How do some people thank God? <i>To identify how some Hindu's and Christians thank God by examining what they do.</i> <u>Lesson 7:</u> How do some Christians use music express gratitude? <i>To explore music to understand how</i>	What do candles symbolise in Hanukkah? <i>To understand why candles are used during Hanukkah.</i> <u>Lesson 6:</u> Why do some people use candles? <i>To understand what candles, mean to people.</i> End of Unit Assessment:	<i>To understand that some people believe Krishna is special by exploring a Hindu story.</i> <u>Lesson 5:</u> What can a story tell us about why Muhammad is special to some people? <i>To recognise why Muhammad is special to many people by exploring a story.</i> <u>Lesson 6:</u> Why might some people believe Jesus was special when he grew up? <i>To recognise why many Christians believe Jesus was a</i>	Why is Jesus important to some religious people? <i>To explore the role of Jesus in different worldviews using stories and scripture.</i> <u>Lesson 6:</u> Why might some Sikh believe Guru Nanak is special? <i>To explain the importance of Guru Nanak for some Sikhs by looking at key events and teachings.</i> End of Unit Assessment:	<i>To explore Hindu prayer practices and the significance of special objects.</i> <u>Lesson 6:</u> Where do some prayers come from? <i>To explore where some prayers come from.</i> End of Unit Assessment:	Why do some Sikh people visit the Gurdwara? <i>To discuss why a Gurdwara is a special place for some Sikh people by discovering the importance of its different features.</i> <u>Lesson 6:</u> Why makes a place important to believers? <i>To find out why different places are important to people because of the beliefs.</i> End of Unit Assessment:
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	some Christians thank God. End of Unit Assessment:		<i>special adult by investigating a story.</i> End of Unit Assessment:			
<u>Year 3</u>	<u>Unit: What makes us human?</u> <u>Lesson 1:</u> Respectful Religion and World views – What are worldviews? <i>To recognise that everyone has a worldview.</i> <u>Lesson 2:</u>	<u>Unit: Where do our morals come from?</u> <u>Lesson 1:</u> How do we know what is right and wrong? <i>To explain what morals are by exploring Golden Rules from different worldviews.</i> <u>Lesson 2:</u>	<u>Unit: Is scripture central to religion?</u> <u>Lesson 1:</u> What do some people mean by revelation? <i>To examine some key beliefs about scripture from the Jewish worldview.</i> <u>Lesson 2:</u>	<u>Unit: What happens if we do wrong?</u> <u>Lesson 1:</u> Who decides what happens after we do wrong? <i>To analyse the consequences of wrongdoing by exploring different perspectives.</i> <u>Lesson 2:</u>	<u>Why is water symbolic?</u> <u>Lesson 1:</u> Why is water important? <i>To explore how water is important to life practically and symbolically.</i> <u>Lesson 2:</u> How is water used in some rituals?	<u>Why is fire used ceremonially?</u> <u>Lesson 1:</u> What can fire symbolise? <i>To suggest some symbolic meanings of fire by exploring the Olympic flame ceremony.</i> <u>Lesson 2:</u> How is fire used in some Hindu ceremonies?



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	What is special about being human? <i>To understand what makes being human special by exploring Humanist beliefs.</i> <u>Lesson 3:</u> What is a soul and do we all have one? <i>To consider what makes humans special by exploring beliefs about the soul.</i> Mid Unit Assessment: <u>Lesson 4:</u> What do some people think makes us human? <i>To describe what some people believe about being human</i>	What do some Christians and Jewish people believe about right and wrong? <i>To evaluate the importance of religious guidance to some Christian and Jewish people.</i> <u>Lesson 3:</u> How do some people remember the rules? <i>To identify how some people remember moral guidance by exploring artefacts.</i> Mid Unit Assessment: <u>Lesson 4:</u> Is all religious guidance the same? <i>To describe how religious guidance can</i>	What's the difference between a scroll and a book? <i>To explain how beliefs about the source of the scripture may impact the value placed on it.</i> <u>Lesson 3:</u> How is scripture used by some Muslims? <i>To make connections between beliefs about the Qur'an and the Hadith and how they are used.</i> Mid Unit Assessment <u>Lesson 4:</u> How are some scriptures both similar and different? <i>To recognise and explain similarities and differences</i>	Why might confession be important after wrongdoing? <i>To examine some Christian beliefs about the process of forgiveness.</i> <u>Lesson 3:</u> How do some people seek God's forgiveness? <i>To investigate how some religious people seeks God's forgiveness after wrongdoing.</i> Mid Unit Assessment <u>Lesson 4:</u> How can wrongdoing affect the soul? <i>To investigate some beliefs about what happens to the soul after repentance.</i>	<i>To explore the significance of water in rituals.</i> <u>Lesson 3:</u> What can some religious stories suggest about water? <i>To analyse the importance of water in some Christian, Jewish and Muslim stories.</i> Mid Unit Assessment <u>Lesson 4:</u> What is baptism? <i>To investigate water's symbolism and role in Christian baptism.</i> <u>Lesson 5:</u> How and why do some Hindu's celebrate the River Ganges?	<i>To explore the symbolism of fire in different Hindu ceremonies.</i> <u>Lesson 3:</u> Can fire be divine? <i>To explore how fire represents both destruction and renewal in some Hindu ceremonies.</i> Mid Unit Assessment <u>Lesson 4:</u> What is an eternal flame? <i>To explore the significance of fire in the Zoroastrian worldview.</i> <u>Lesson 5:</u> How is fire used to remember? <i>To consider how some candles are used to</i>
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	through exploring personal responses. Lesson 5: What is spirituality? <i>To explore the meaning of spirituality to different people.</i> Lesson 6: What do some Buddhists do to focus on their inner self? <i>To explain how and why some Buddhists meditate.</i> Lesson 7: Does anyone know what makes us human? <i>To present own and others' views to answer the enquiry</i>	influence daily life in different worldviews. Lesson 5: How do some Buddhists make moral decisions? <i>To explore beliefs by comparing religious and non – religious guidance.</i> Lesson 6: What helps you make moral decisions? <i>To express and justify opinions about moral guidance by evaluating those from other worldviews.</i> End of Unit Assessment:	between Jewish and Christian scripture. Lesson 5: What does the Bible mean to some Christians? <i>To explore the ways some Christians view and use the Bible.</i> Lesson 6: How and why are scriptures central to religion? <i>To evaluate what makes scriptures central to religion.</i> End of Unit Assessment:	Lesson 5: How do some Christians 'cleanse' the soul from wrongdoing? <i>To investigate some Christian beliefs about cleansing the soul.</i> Lesson 6: How might karma affect the soul? <i>To explore some Hindu beliefs on how actions can affect the soul.</i> End of Unit Assessment:	<i>To explore the significance of water at the Hindu Kumbh Mela festival.</i> Lesson 6: Why is water precious? <i>To explore why water is considered precious by analysing quotes and actions.</i> End of Unit Assessment:	remember in the Jewish worldview. Lesson 6: What happens in the Easter Vigil? <i>To explore the significance of fire in the Easter Vigil.</i> End of Unit Assessment:
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	question, 'what makes us human?' End of Unit Assessment:					
Year 4	<u>Are all religions equal?</u> <u>Lesson 1:</u> Respectful Religion and World views – How can we talk about religions and worldviews respectfully? <i>To listen and respond respectfully to others' thoughts, opinions and ideas.</i> <u>Lesson 2:</u>	<u>What makes some texts sacred?</u> <u>Lesson 1:</u> How do people communicate beliefs without words? <i>To recognise how religious ideas can be communicated without written words.</i> <u>Lesson 2:</u> What can we find out about scripture? <i>To evaluate information about</i>	<u>Just how important are our beliefs?</u> <u>Lesson 1:</u> What do promises mean? <i>To make links between beliefs, promises and commitments demonstrated in some baby welcoming ceremonies.</i> <u>Lesson 2:</u> What promises do we make?	<u>Who was Jesus really?</u> <u>Lesson 1:</u> Who was Jesus? <i>To explore who Jesus was and how he has been represented in different ways.</i> <u>Lesson 2:</u> Why did some people believe Jesus was the Messiah? <i>To explore Jesus' significance to many of his followers using passages from the Bible.</i>	<u>Why is the Bible the best-selling book of all time?</u> <u>Lesson 1:</u> How did the Christian Bible come to be? <i>To know how the Christian Bible came to exist using historical enquiry.</i> <u>Lesson 2:</u> What is in the Bible? <i>To explore beliefs about the Bible by investigating its content.</i>	<u>Does the language of the scripture matter?</u> <u>Lesson 1:</u> What came before written scripture? <i>To investigate the transition from oral tradition to written scripture in ancient civilisations.</i> <u>Lesson 2:</u> How has Biblical Hebrew evolved? <i>To understand the importance of religious</i>



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	How are different religious worldviews connected? <i>To recognise that there are many connections between religious worldviews.</i> Lesson 3: Is there more than one way to understand God? <i>To explain similarities and differences in how people understand God.</i> Mid Unit Assessment Lesson 4: Why is religious harmony important? <i>To understand how some Sikhs beliefs and practices reflect</i>	<i>Buddhist, Hindu and Sikh scriptures.</i> Lesson 3: What does it mean if scripture revealed or remembered? <i>To make connections with beliefs about the origin of scripture and how it is used.</i> Mid Unit Assessment Lesson 4: Why do some worldviews have more than one book? <i>To explain why some religions have multiple scriptures.</i> Lesson 5: How do some people demonstrate the value of scripture?	<i>To recognise the value of ceremonies of commitment to some religious and non-religious people.</i> Lesson 3: Can we see the importance of someone's beliefs on the outside? <i>To reflect on whether commitment to beliefs can be shown through outward appearance.</i> Mid Unit Assessment Lesson 4: How else might some people show their commitment? <i>To investigate how commitment to beliefs can be demonstrated</i>	Lesson 3: What did Jesus do? <i>To consider how different people interpreted Jesus' parables using Bible passages.</i> Mid Unit Assessment Lesson 4: Why does Jesus have so many names? <i>To identify the different names some Christians use for Jesus using images and Bible passages.</i> Lesson 5: What might miracles suggest about Jesus? <i>To consider the concept of miracles and their</i>	Lesson 3: How did the Bible become a bestseller? <i>To evaluate the impact of people and events on the modern-day Christian Bible.</i> Mid Unit Assessment Lesson 4: How can the Bible mean different things to different people? <i>To explain the importance of Bible interpretation to many Christians.</i> Lesson 5: Where might we find the Bible? <i>To compare the use of the Christian Bible in different churches.</i>	and cultural languages by exploring Yiddish. Lesson 3 Is all Arabic the same? <i>To explore the importance of Classical Arabic in Muslim beliefs and practices.</i> Mid Unit Assessment Lesson 4 Should prayers be said in their 'original' languages? <i>To consider why some Jewish and Muslim people can learn the language of their scriptures.</i> Lesson 5 How important are translations of religious scripture?



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	<i>about religious equality.</i> <u>Lesson 5:</u> How can people from different worldviews live in harmony? <i>To determine how Baha'i teachings influence some practices.</i> <u>Lesson 6:</u> How and why should we celebrate religious equality? <i>To express ideas about religious equality and harmony.</i> End of Unit Assessment:	<i>To evaluate significance of religious scripture to some people.</i> <u>Lesson 6:</u> How do sacred texts play a part in some people's lives? <i>To describe the importance of scripture to some people.</i> End of Unit Assessment:	<i>through diet by some people.</i> <u>Lesson 5:</u> What else might people give up for their beliefs? <i>To explore why some people sacrifice time or money for their beliefs.</i> <u>Lesson 6:</u> What might someone sacrifice? <i>To describe what sacrifice can mean to some Sikh people.</i> End of Unit Assessment:	<i>significance to beliefs about Jesus.</i> <u>Lesson 6:</u> What happened when Jesus died? <i>To explore what the Easter story might suggest about Jesus for many Christians.</i> End of Unit Assessment:	<u>Lesson 6:</u> How is the Bible relevant to some people today? <i>To identify ways in which Christian Bible is relevant to some people today.</i> End of Unit Assessment:	To understand the role of transitions by exploring religious scripture. <u>Lesson 6</u> Why does some religious scripture contain artwork? To investigate the use of art in some religious scripture. End of Unit Assessment:
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<u>Year 5</u>	<u>Why do people have to stand up for what they believe in?</u> <u>Lesson 1:</u> Respectful Religion and World views – What do people think about God? <i>To recognise how people might respond to scenarios based on their varying religious beliefs.</i> <u>Lesson 2</u> What does freedom look like?	<u>Why doesn't Christianity always look the same?</u> <u>Lesson 1:</u> How did Christianity begin? <i>To investigate how a religion can begin by exploring the story of Pentecost and the start of the Christian church.</i> <u>Lesson 2:</u> How have some significant people	<u>What happens when we die? Part 1</u> <u>Lesson 1:</u> Why do some people believe in a soul? <i>To recognise the significance of the soul in people's beliefs about the afterlife and its role in Abrahamic worldviews.</i> <u>Lesson 2:</u> How do some people make up for bad deeds?	<u>What happens when we die? Part 2</u> <u>Lesson 1</u> If there is a soul, where does it go? <i>To explain some Dharmic beliefs about the soul.</i> <u>Lesson 2</u> What is Samsara? <i>To recognise beliefs about samsara about reincarnation in some Dharmic religions.</i> <u>Lesson 3</u>	<u>Who should get to be in charge?</u> <u>Lesson 1</u> How are laws created? <i>To explore the creation of laws and teachings within communities.</i> <u>Lesson 2</u> How is leader chosen? <i>To recognise why there are different ideas about succession in the Muslim worldview.</i> <u>Lesson 3</u>	<u>Why are some places in the world significant to believers?</u> <u>Lesson 1</u> What can make a place significant? <i>To consider whether height can make a place significant by exploring mountains.</i> <u>Lesson 2</u> How can religious events make a place significant? <i>To identify the importance of Jerusalem to some</i>



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	To recognise the importance of religious freedom by interpreting news reports. <u>Lesson 3</u> How have beliefs been challenged in the past? <i>To consider the challenges some religious figures faced by looking at Jewish, Christian and Sikh stories.</i> Mid Unit Assessment <u>Lesson 4</u> How can light represent standing up for what you believe in? <i>To explain why Bandi Chhor Divas</i>	influenced Christian practices? <i>To explore the impact of historical figures on the development of Christian beliefs and practices.</i> <u>Lesson 3:</u> Why are there different denominations? <i>To find out how Christianity has changed over time by learning about how different groups (denominations) have formed.</i> Mid Unit Assessment <u>Lesson 4:</u> How is the Bible interpreted differently?	<i>To explore some Jewish beliefs about death through the concept of purgatory.</i> <u>Lesson 3:</u> If there's a heaven, what might it be like? <i>To explore Muslim beliefs about the afterlife by investigating sources</i> Mid Unit Assessment <u>Lesson 4:</u> What is the purpose of a funeral? <i>To explain what funerals can mean in different worldviews.</i> <u>Lesson 5:</u> How do some people seek forgiveness in their lives?	How might someone reach moksha? <i>To recognise factors that may contribute to someone breaking the cycle of reincarnation and samsara by exploring varnas.</i> Mid Unit Assessment <u>Lesson 4</u> How can people find comfort after death? <i>To describe how certain practices and traditions may help a Sikh person cope with the death of someone.</i> <u>Lesson 5</u> What is nirvana? <i>To express ideas about enlightenment based on Buddhist beliefs.</i>	Where do religious laws come from? <i>To explore how some religious laws are created in the Muslim worldview.</i> Mid Unit Assessment <u>Lesson 4</u> How did Guru Nanak choose a successor? <i>To understand how Sikh Gurus were selected and their qualities values in Sikh teachings.</i> <u>Lesson 5</u> When can someone become a leader? <i>To explore leadership qualities through monarchs and religious leaders.</i> <u>Lesson 6</u>	<i>Jewish, Christian and Muslim people.</i> <u>Lesson 3</u> What makes the Harmandir Sahib significant to many Sikhs? <i>To identify examples of the Sikhs Gurus' teachings by exploring the Harmandir Sahib.</i> Mid Unit Assessment <u>Lesson 4</u> How can a river by a goddess? <i>To investigate the significance of the River Ganges for religious and non – religious people.</i> <u>Lesson 5</u> Can relics make a place significant?
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	<i>celebrated by many Sikhs.</i> <u>Lesson 5</u> Should we celebrate Bonfire Night? <i>To consider how the meaning of festivals can differ by exploring the origin of Bonfire Night.</i> <u>Lesson 6</u> What can inspire people to stand up for their beliefs? <i>To explore why people stand up for their beliefs using a variety of modern – day scenarios.</i> <u>Lesson 7</u> How can we stand up for what we believe in?	<i>To explain how different interpretations of the Bible lead to different Christians beliefs about the Holy Spirit.</i> <u>Lesson 5:</u> How do different denominations practise? <i>To compare how Christians show their beliefs by looking at how different denominations practise.</i> <u>Lesson 6:</u> How is Christianity changing? <i>To investigate how religions can change by exploring how Christianity continues</i>	<i>To explore the role of forgiveness for some people in different worldviews.</i> <u>Lesson 6:</u> How do some people remember those that have died? <i>To recognise the significance of the Dia de los Muertos for some Catholic people.</i> End of Unit Assessment	<u>Lesson 6</u> What does enlightenment look like? <i>To express ideas about enlightenment based on Buddhist beliefs.</i> End of Unit Assessment	How can religious texts be leaders? <i>To explain how the Guru Granth Sahib can be guiding, living leader in the Sikh worldview.</i> End of Unit Assessment	<i>To find out about beliefs by investigating relics.</i> <u>Lesson 6</u> Who can visit significant places? <i>To evaluate who should have access to significant places.</i> End of Unit Assessment
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	To explain how and why people stand up for what they believe in. End of Unit Assessment:	to develop in the world today. End of Unit Assessment				
Year 6	<u>Why does religion look different around the world? Part 1</u> Religions: Islam, Christianity, Judaism <u>Lesson 1:</u> Respectful Religion and World views – What words can be used to describe God? To recognise the importance of words used to describe God.	<u>Why does religion look different around the world? Part 2</u> Religions: Hinduism, Sikhism, Buddhism, Jain <u>Lesson 1:</u> How can God be linked to a place? To explore how places can influence the worship of different Hindu deities. <u>Lesson 2:</u>	<u>Why is it better to there in person?</u> Religions: Islam, Christianity, Judaism, Humanist <u>Lesson 1:</u> What can make a space significant? People, place or practice? To explore the factors that can shape someone's experience of a religious or non – religious event.	<u>Why is there suffering? Part 1</u> Religions: Judaism, Christianity, Zoroastrianism, Buddhism <u>Lesson 1:</u> How do people suffer? To explain some causes of suffering by exploring scripture and experience. <u>Lesson 2:</u> What is free will?	<u>Why is there suffering? Part 2</u> Religions: Shinto, Buddhism, Sikhism, Humanists <u>Lesson 1:</u> What can suffering teach us about happiness? To consider how people's beliefs influence their response to suffering. <u>Lesson 1:</u> What can cause suffering?	<u>What place does religion have in our world today?</u> Religions: multiple worldviews <u>Lesson 1:</u> What is my worldview? To express a personal worldview through art. <u>Lesson 2:</u> What can we find out about religion in the UK from the census data?



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	<u>Lesson 2:</u> How do some religions believe in the same God? <i>To identify the similarities and differences between some Abrahamic religions.</i> <u>Lesson 3:</u> How might a Jewish person observe Shabbat? <i>To identify why some mitzvot have been adapted.</i> Mid Unit Assessment <u>Lesson 4:</u> Why is Friday night dinner different?	What can it be like as a Hindu in the UK? <i>To explore how some people maintain their Hindu identity in the UK.</i> <u>Lesson 3:</u> What does being Sikh mean to different people? <i>To reflect on what it means to be part of the Sikh community by exploring different personal experiences.</i> Mid Unit Assessment <u>Lesson 4:</u> Why are festivals of light importance in different worldviews? <i>To analyse and understand festivals</i>	<u>Lesson 2:</u> Why might a Jewish person want to visit Jerusalem? <i>To understand the significance of places for some Jewish and non – Jewish people.</i> <u>Lesson 3:</u> Why is Jerusalem significant to some Muslim people? <i>To evaluate the rules around attending significant places.</i> Mid Unit Assessment <u>Lesson 4:</u> How can shared challenge bring people together? <i>To consider the challenges that many Muslims may face</i>	<i>To understand the concept of free will through exploring scripture.</i> <u>Lesson 3:</u> Why do we cause suffering? <i>To investigate beliefs about human wrongdoing through religious perspectives.</i> Mid Unit Assessment <u>Lesson 4:</u> Does being good always mean less suffering? <i>To explore beliefs about suffering and goodness through scripture and personal responses.</i> <u>Lesson 5:</u>	<i>To interpret the Buddhist concept of the Second Noble Truth using the story of Kisa Gotami.</i> <u>Lesson 3:</u> How do some people overcome suffering? <i>To explore how the Four Noble Truths can help some Buddhists respond to suffering.</i> Mid Unit Assessment <u>Lesson 4:</u> How can Hukam help in difficult times? <i>To recognise how the belief in Hukam can help some people in difficult times.</i> <u>Lesson 5:</u> Who is the best at helping?	<i>To interpret the religious make-up of the UK by examining census data.</i> <u>Lesson 3:</u> What can buildings tell us about religion in the UK? <i>To compare the use of places of worship locally and elsewhere in the UK.</i> Mid Unit Assessment <u>Lesson 4:</u> Where and why do religions spread? <i>To investigate the spread of religion across the world using maps and data.</i> <u>Lesson 5:</u> What is freedom of religion or belief? <i>To discuss the importance of freedom of religion and</i>
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	<i>To explain reasons why traditions can vary within religion.</i> <u>Lesson 5:</u> What can a head covering tell us about identity? <i>To recognise how some religious practices are influenced by both culture and scripture.</i> <u>Lesson 6:</u> Why might someone want to cover their hair? <i>To discuss reasons why someone may choose to cover their hair.</i> End of Unit Assessment	<i>of light from different worldviews.</i> <u>Lesson 5:</u> How do some Buddhists practise beliefs in their daily lives? <i>To compare how Buddhist teachings influence daily life for a monk and lay Buddhist.</i> <u>Lesson 6:</u> Do all Buddhists practise in the same way? <i>To make links and comparisons between different meditative practices performed by some Buddhists.</i> End of Unit Assessment	<i>when travelling to Makkah.</i> <u>Lesson 5:</u> Are all journeys' pilgrimages? <i>To understand the significance of attending a non-religious events as a Humanist.</i> <u>Lesson 6:</u> Why is better to be there in person? <i>To explore the concept of pilgrimage and it's relevance in the UK.</i> End of Unit Assessment	If God is all-powerful, can suffering not be stopped? <i>To explore different beliefs about God's role in suffering.</i> <u>Lesson 6:</u> How might beliefs about Jesus affect responses to suffering? <i>To examine how teaching about Jesus affect some Christian responses to suffering.</i> End of Unit Assessment	<i>To discuss how some Shinto followers believe suffering can be prevented.</i> <u>Lesson 6:</u> How can beliefs affect our understanding of suffering? <i>To recognise how responses to suffering vary using stories, beliefs and practices.</i> End of Unit Assessment	<i>belief by analysing different scenarios.</i> <u>Lesson 6:</u> Why should we learn about religions and worldviews? <i>To explain the importance of learning about religions and worldviews through real- life examples.</i> End of Unit Assessment



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