



RE Curriculum – Year 5 and 6 – Cycle A

Non- Negotiables – [Links to Lincolnshire Locally Agreed RE Syllabus](#) and Curricular links

Understanding beliefs and teachings: RE1: Explain how some teachings and beliefs are shared between religions. RE2: Explain how religious beliefs shape the lives of individuals and communities. **Understanding practices and lifestyles;** RE3: Explain the practices and lifestyles involved in belonging to a faith community. RE5: Show an understanding of the role of a spiritual leader. **Understanding how beliefs are conveyed:** RE6: Explain some of the different ways that individuals show their beliefs. **Understanding Values:.** RE12: Express their own values and remain respectful of those with different values. **Reflect:** RE7: Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings. RE8: Explain their own ideas about the answers to ultimate questions. RE9: Explain why their own answers to ultimate questions may differ from those of others.

	Autumn		Spring		Summer	
	What stories do Hindus tell? Y3/4Hindu worship RE10: Explain why different religious communities or individuals may have a different view of what is right and wrong. RE11: Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules).	Where does the bible come from? Y3/4 What is the bible	What is the Qu’ran and why is it important to Muslims? RE3: Explain the practices and lifestyles involved in belonging to a faith community. (Islam)	How can we express our faith through the arts? RE4: Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.	What do Sikhs believe? Year ¾ unit Rites of passage RE3: Explain the practices and lifestyles involved in belonging to a faith community. (Sikhism)	Belief in the Community Year ¾ unit global citizenship RE2: Explain how religious beliefs shape the lives of individuals and communities. RE4: Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.
Resource	Links to Hinduism resources , The story of Knappar the Hunter, the story of Ajamil, Hindu artefacts	Links to Christian resources	Links to Islam resources , Islamic artefacts,	Prayer mat, examples of Islamic art and calligraphy, ink pens, ink,	Sikh artefacts, copies of Mool Mantra,	Artefacts which reflect the beliefs within the community,
Vocabulary	Hinduism, shivalingas, Khrisna, truth,	Christianity, bible, truth, figurative,	Islam, sacred, Muslim, Qur’an, Bismillah, Allah, Madrasah,	Faith,	Sikhism, Mool Mantra, Ik Onkar, langar, communal, sewa,	Faith, belief, community, non-religious, atheist, humanist,
Lesson 1	Year 5/6: To understand that Hindus believe God is represented in different forms. Activities: Children will identify some key beliefs and features of Hinduism. They will recognise Hinduism as one of the major religions of the world and start to identify some key Hindu deities. They will read the story of Knappar the Hunter and find out what Shivalingas are. Outcomes Year 5/6: Children recall some main facts about Hinduism • Children compare elements of Hinduism with their own beliefs • Children understand that Hindus believe there is one God who takes many forms	Year 5/6: To ask and respond to questions about the Bible. Activities: Children will understand that the Bible is the bestselling book of all time and relate this to other bestselling books. They will consider what they already know about the Bible, including stories, characters and teachings, and generate questions about the Bible they would like to find answers to. Outcomes Year 5/6: Children know that the Christian Bible is the bestselling book of all time • Children ask questions about the Bible • Children respond to questions about the Bible	Year 5: To identify the meaning of the word ‘sacred’ Year 6: To identify the meaning of the word ‘sacred’ and to explore why the Qur’an is important to Muslims. Activities: Children will understand what the Qur’an is and where it originated. They will consider what the word ‘sacred’ means and identify that the Qur’an is sacred to Muslims. They will go on to reflect on what is important or sacred to them in their own lives. Outcomes Year 5/6: Children understand the word ‘sacred’ • Children explain some of the ways in which the Qur’an is revered by Muslims and why • Children reflect on what is important in their own lives	Year 5/6: To recognise that expressing faith involves feelings and emotions. Activities: Children will consider the idea that faith is an emotional experience. They will think about ways in which emotions can be portrayed using facial expressions, tone of voice and body language, as well as identifying why people like to express their emotions in a variety of different ways. Outcomes Year 5: Children use drama to show their understanding of how people express their feelings • Children know why religious people sometimes choose to express their faith through the arts • Children describe how emotions can be portrayed through a variety of media	Year 5: To know what Sikhs believe and some of the features of Sikh worship. Year 6: To know what Sikhs believe and the key features of Sikh worship. Activities: Children will identify Sikhism as one of the major world religions. They will find out how Sikhism began and how it developed through the teaching of the ten gurus. They will find out what the gurus taught and some key features of Sikh worship and belief. Outcomes Year 5: Children know where and when Sikhism began • Children describe what Sikhs believe • Children describe some of the features of Sikh worship Year 6: Children know where and when Sikhism began • Children describe what Sikhs believe • Children describe key features of Sikh worship	Year 5: To find out about the different beliefs of religious and non-religious communities in our local area. Year 6: To understand the different beliefs of religious and non-religious communities in our local area. Activities: Children will consider differences between what it means to have 'faith', and what it means to have 'beliefs' (including how non-religious people have beliefs). They will go on to find out about religious and non-religious communities in their local area Outcomes Year 5: Children decide on some beliefs that are shared by our school community • Can children find out about religious and non-religious communities in their local area Year 6:: Children decide on some beliefs that are shared by our school community • Children understand that many people consider ‘beliefs’ and ‘faith’ to be different things • Can children find out about religious

						and non-religious communities in their local area
Lesson 2	<p>Year 5: To explore how Krishna is represented in Hindu stories.</p> <p>Year 6: To describe how Krishna is represented in Hindu stories.</p> <p>Activities: Children will identify Krishna as the eighth avatar of Vishnu. They will read two stories about Krishna and discuss what they can learn from them. They will use the stories as a basis for considering some big questions, such as ‘Is it always wrong to steal?’</p> <p>Outcomes</p> <p>Year 5/6: Children can explain who Krishna was • Children discuss the themes and messages in the two Hindu stories • Children think of their own ‘big questions’ to answer</p>	<p>Year 5/6: To know about the history of the Bible and some of its features.</p> <p>Activities: Children will learn about the history and layout of the Bible. They will learn that the earliest parts of the Bible were passed down through generations orally before looking at examples of some of the oldest written Bible texts. They will know that the Bible is a selection of writings from different periods.</p> <p>Outcomes</p> <p>Year 5/6: Children know that the material in the Bible predates the written text • Children know how to differentiate dates before and after Jesus • Children know that the Bible is a collection of writings from many different times</p>	<p>Year 5/6: To know what the Qur’an teaches about God and to reflect on your own ideas about God.</p> <p>Activities: Children will start by listening to the ‘Bismillah’ and identifying what it says about God. They will consider what the words ‘compassionate’ and ‘merciful’ within this recitation mean before looking at the ‘99 Beautiful Names of Allah’.</p> <p>Through these names, your class will start to get an understanding of how Muslims view God.</p> <p>Outcomes</p> <p>Year 5:</p> <p>Year 6: Children know some of the characteristics of God as shown in the Qur’an • Children explain what the ‘Bismillah’ is and what this shows about Islamic beliefs about God • Children reflect on their own ideas about the characteristics of God</p>	<p>Year 5/6: To find out how music can be a form of religious expression in many religions.</p> <p>Activities: Children will think about how music can evoke emotions and feelings. They will identify that music can make them feel different things before moving on to explore how religious music is often taken directly from scripture. Children will consider how they can express their own religious beliefs through music.</p> <p>Outcomes</p> <p>Year 5/6: Children know that religious beliefs, ideas and feelings can be expressed through music • Children know that religious music is often taken directly from scripture • Children express their own religious ideas through music</p>	<p>Year 5/6: To understand how Sikhs worship through prayer.</p> <p>Activities: Children will consider what prayer is before looking at the Mool Mantar. They will identify this as a key prayer in Sikhism and consider what we can learn about Sikh beliefs from it. They will also find out about the Ik Onkar symbol and its significance for Sikhs.</p> <p>Outcomes</p> <p>Year 5/6: Children explain what prayer is in their own words • Children explain how Sikhs worship through prayer • Children know what the Mool Mantar is and what it represents in Sikhism</p>	<p>Year 5/6: To consider the ways in which belonging to a religious community can help people</p> <p>Activities: Children will read about a teenager's experiences as a member of a Jewish community, then consider ways in which being a member might help her in situations outside of that community. They will also consider some difficulties she might experience as a consequence of her beliefs.</p> <p>Outcomes</p> <p>Year 5/6: Children consider how being a member of a religious community can affect daily life • Children explain how being a member of a religious community helps people make decisions • Children describe positive aspects of membership of a community in their local area</p>
Lesson 5	<p>Year 5: To explore Hindu teachings on success.</p> <p>Year 6: To understand the Hindu teachings on success.</p> <p>Activities: Children will consider what they work hard at and what they have succeeded at so far in life, even when they have found something challenging initially. They will read two stories which portray Hindu beliefs of hard work, effort and success, and consider what messages lie within the stories.</p> <p>Outcomes</p> <p>Year 5/6: Children can give examples of how and why they work hard • Children discuss the themes and messages in the two Hindu stories • Children relate the messages taught in these stories to their own lives</p>	<p>Year 5: To investigate the contents of the Bible.</p> <p>Year 6: To be able to explain the contents of the Bible.</p> <p>Activities: Children will understand that the Bible is comprised of many different books that are divided into the Old and New Testaments. They will explore some of the different genres of the Bible and identify examples of each. They will consider the purpose of different genres within the Bible.</p> <p>Outcomes</p> <p>Year 5/6: Children identify some of the different literary genres in the Bible • Children know that writers write in different ways for different purposes • Children explain why they find a section of the Bible interesting</p>	<p>Year 5: To know that the behaviour of Muslims is influenced by the Qur’an.</p> <p>Year 6: To know and understand the behaviour of Muslims is influenced by the Qur’an.</p> <p>Activities: Children will read some extracts from the Qur’an to help them identify ways in which the Qur’an can give Muslims guidance for how to live their lives. They will then consider where they look for guidance themselves when they have a problem and consider texts that have influenced them. They will also suggest ways in which the guidance in the Qur’an is similar or different to guidance in other religious texts.</p> <p>Outcomes</p> <p>Year 5: Children know that Muslims’ behaviour is influenced by the Qur’an • Children can suggest other texts that influence their or others’ behaviour</p> <p>Year 6: Children know that Muslims’ behaviour is influenced by the Qur’an</p>	<p>Year 5/6: To understand how colour can be used to express religious feelings and ideas.</p> <p>Activities: Children will find out why members of the clergy wear different coloured vestments at different times during the Christian calendar. They will also think about other symbols associated with Christian festivals and consider how symbols and colours can often be linked.</p> <p>Outcomes</p> <p>Year 5/6: Children explain the meaning of vestments and colours in many churches • Children identify and explain the significance of some Christian symbols • Children identify how and why colours and symbols are used in different Christian festivals</p>	<p>Year 5: To find out how children are welcomed into the Sikh community.</p> <p>Year 6: To understand how children are welcomed into the Sikh community.</p> <p>Activities: Children will identify Naam Karan and Amrit as two ceremonies that welcome children, young people and adults into the Sikh faith. They will find out what happens at these ceremonies, including what the 5 Ks are and how Sikh children are given their names. They will then compare these ceremonies with their own experiences of joining a group or community</p> <p>Outcomes</p> <p>Year 5/6: Children can describe the Sikh naming ceremony • Children describe the Amrit ceremony • Children relate the welcoming of children into the Sikh community with their own experiences of joining a group or community</p>	<p>Year 5/6: To find out about the impact faith and beliefs have had on the lives of inspirational figures.</p> <p>Activities: Children will learn about Mo Farah (a Muslim) and Daniel Radcliffe (an atheist) – their achievements, what they have said about faith and beliefs, and their charity work. They will consider how their beliefs may have shaped their lives. Following this, children may research and write about significant and inspirational figures.</p> <p>Outcomes</p> <p>Year 5/6: Children describe the achievements of inspirational figures</p> <p>• Children describe ways in which inspirational figures attribute their successes to their beliefs • Children identify attributes of well-known people that they find inspirational</p>

			<ul style="list-style-type: none"> Children can suggest other texts that influence their or others' behaviour Children suggest similarities and differences between guidance from the Qur'an and other religious texts 			
Lesson 6	<p>Year 5/6: To explore the theme of punishment and forgiveness in a Hindu story.</p> <p>Activities: Children will consider the idea of transformation through the story of Ajamil. They will think about the concepts of punishment and forgiveness, and debate their opinions.</p> <p>Outcomes</p> <p>Year 5/6: Children recall the events and themes in the story of Ajamil • Children think of reasons to back up their arguments • Children listen to the views of others</p>	<p>Year 5: To know there are different translations of the Bible</p> <p>Year 6: To know there are different translations of the Bible and what it means for Christians today</p> <p>Activities: Children will learn that the Bible was originally written in Hebrew and Greek. They will then find out how it was written in Latin until the Reformation. They will go on to consider why there are so many translations of the Bible today and compare and contrast some different English translations of Bible verses</p> <p>Outcomes</p> <p>Year 5: Children know that there are many different translations of the Bible • Children explain some reasons why the Bible is still relevant to Christians today • Children able to evaluate and discuss Bible verses and what they mean</p> <p>Year 6: Children know that there are many different translations of the Bible • Children explain why the Bible is still relevant to Christians today • Children able to evaluate and discuss Bible verses and what they mean</p>	<p>Year 5/6: To know ways in which Muslim children learn about the Qur'an.</p> <p>Activities: Children will understand what Madrasah is and what Muslim children do there. They will consider why it is important to Muslim parents to send their children to Madrasah to learn about the Qur'an and grow in their faith. Children will relate this to their own experiences of what their parents or other adults in their lives want for them when they grow up.</p> <p>Outcomes</p> <p>Year 5/6: • Children know that Muslims study the Qur'an in order to understand their faith • Children give reasons why Muslim parents want their children to learn about their religion • Children make connections with the hopes that the adults in their lives have for them</p>	<p>Year 5/6: To understand how art can be sacred and spiritual for believers.</p> <p>Activities: Children will look at a variety of different paintings from different world religions. They will think about why people choose to express religious ideas and beliefs through art. They will focus particularly on Christian art and the symbols that are often used in Christian paintings. Children will also have the chance to express their own religious ideas through art.</p> <p>Outcomes</p> <p>Year 5: Children suggest reasons why believers choose to express religious beliefs and ideas through art • Children understand that artwork can be sacred and spiritual to believers • Children express their own religious ideas through artwork</p>	<p>Year 5: To explore the Sikh tradition of the langar</p> <p>Year 6: To describe the Sikh tradition of the langar</p> <p>Activities: Children will find out about the langar and what happens during this communal meal. They will consider the caste system and identify that Sikhs believe equality to be a crucial aspect of their faith. Children will consider their own ideas about equality and how people of different races, creeds and beliefs should be treated.</p> <p>Outcomes</p> <p>Year 5: Children explore what the langar is and how the tradition of communal meals began • Children know why Sikhs take part in the langar</p> <p>• Children explain what the langar shows about Sikh beliefs</p> <p>Year 6: Children describe what the langar is and how the tradition of communal meals began • Children know why Sikhs take part in the langar</p> <p>• Children explain what the langar shows about Sikh beliefs</p>	<p>Year 5/6: To consider the difficulties for people of different religious beliefs living in non-religious communities.</p> <p>Activities: Children will consider how members of religious communities are also a part of many other, nonreligious communities too. They will suggest reasons why religious people may experience difficulties in these communities at times, and consider how their beliefs may help them overcome difficulties. They may also consider how others can support people from different communities.</p> <p>Outcomes</p> <p>Year 5/6: Children give examples of non-religious or multi-faith communities in their local area • Children explain some of the shared beliefs of nonreligious communities</p> <p>• Children consider the difficulties faced by religious members of non-religious communities</p>
Lesson 5	<p>Year 5: To explore a Hindu teaching about telling the truth.</p> <p>Year 6: To describe a Hindu teaching about telling the truth.</p> <p>Activities: Children will read the story of Kabir to help them identify Hindu beliefs about honesty. They will consider why telling the truth can sometimes be challenging and identify the consequences of not telling the truth in a variety of scenarios.</p> <p>Outcomes</p> <p>Year 5: • Children can say what the Hindu teaching on the truth is • Children recall the events and themes in the story of Why Speak</p>	<p>Year 5:To understand the difference between literal and symbolic truth and to reflect on personal emotions.</p> <p>Year 6:</p> <p>Activities: Children will consider the meaning of the word 'truth' before reading the Christian creation story. They will consider why Christians disagree as to whether the story is literally or figuratively true, offering their own opinions as to what they believe.</p> <p>Outcomes</p> <p>Year 5: Children understand the difference between literacy and figurative truth • Children recognise the emotions experienced by other</p>	<p>Year 5/6: To be able to explain the significance of the Qur'an to Muslims today.</p> <p>Activities: Children will summarise the importance of the Qur'an for Muslims through class discussions and through independent work in a variety of formats. They will consider everything they have found out about the Qur'an and how Muslims use it to deepen their faith and help them live their lives.</p> <p>Outcomes</p> <p>Year 5:</p> <p>Year 6: Children summarise their knowledge of why the Qur'an is important to Muslims • Children</p>	<p>Year 5/6: To find out how Islamic art helps Muslims to worship.</p> <p>Activities: Children will explore the idea of idolatry and identify why Muslims believe it is wrong to portray Muhammad and Allah in artwork. They will go on to explore Islamic art, looking at the patterns, colours and features used, and consider ways in which Islamic and Christian artwork differ.</p> <p>Outcomes</p> <p>Year 5: Children explain the importance of calligraphy and arabesque art to Muslims • Children explain the significance of the design of a prayer mat • Children evaluate how art is used differently in Christianity and Islam</p>	<p>Year 5: To explore the Sikh practice of sewa.</p> <p>Year 6: To describe the Sikh practice of sewa.</p> <p>Activities: Children will find out what the Sikh practice of 'sewa' is and identify that it is an important form of Sikh worship. They will find out about the three different aspects of sewa: physical, mental and material service. Children will then consider ways in which they help other people and consider how they could apply the Sikh idea of sewa in their own lives.</p> <p>Outcomes</p> <p>Year 5: • Children know what 'sewa' is and why it is important to Sikhs •</p>	<p>Year 5/6: To think about what makes it difficult to live life according to our own beliefs.</p> <p>Activities: Children will continue to consider ways in which everyday life can make it difficult to live according to some religious beliefs, and suggest ways in which people can help themselves, and each other, in this regard. They may then either create art to show their own sense of pride as a member of a community, or discuss some given dilemmas.</p> <p>Outcomes</p> <p>Year 5/6: • Children think about a time when they had difficulty living</p>

	the Truth? • Children understand that telling the truth can be a difficult thing to do	people and the reasons for those emotions • Children reflect on their own emotions in relation to a story	communicate their knowledge and understanding in a variety of ways • Children use specialist vocabulary in communicating their knowledge and understanding		Children know what the three different aspects of sewa are • Children identify ways in which they could perform good deeds to help others	up to their own beliefs • Children can give some reasons why it is hard for young people to live up to some religious beliefs • Children suggest how young people might cope with pressure to behave in a manner not according to their beliefs?
Lesson 6				<p>Year 5/6: To understand how drama is used to reinforce important teachings and stories in religions.</p> <p>Activities: Children will think about why portraying religious stories through drama might help people to understand religious concepts or ideas. They will then have the chance to portray a religious story of their choice through drama or through a variety of other activities.</p> <p>Outcomes</p> <p>Year 5/6: Children discuss how drama can be used as a way to reinforce religious beliefs and teachings • Children understand why some religious people use drama to re-tell religious stories • Children use drama or aspects of drama to express religious ideas</p>		

Assessment Criteria

	Understand beliefs and teachings	Understand practices and lifestyles	Understand how beliefs are conveyed	Reflect	Understand values
Year 5 and Year 6	<p>I can:</p> <p>RE1: Explain how some teachings and beliefs are shared between religions.</p> <p>RE2: Explain how religious beliefs shape the lives of individuals and communities.</p>	<p>I can:</p> <p>RE3: Explain the practices and lifestyles involved in belonging to a faith community.</p> <p>RE4: Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.</p> <p>RE5: Show an understanding of the role of a spiritual leader.</p>	<p>I can:</p> <p>RE6: Explain some of the different ways that individuals show their beliefs.</p>	<p>I can:</p> <p>RE7: Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings.</p> <p>RE8: Explain their own ideas about the answers to ultimate questions.</p> <p>RE9: Explain why their own answers to ultimate questions may differ from those of others.</p>	<p>I can:</p> <p>RE10: Explain why different religious communities or individuals may have a different view of what is right and wrong.</p> <p>RE11: Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules).</p> <p>RE12: Express their own values and remain respectful of those with different values.</p>