



RE Curriculum – Year 5 and 6 – Cycle B

By the end of Lower Key Stage 2, children will have studied;

- Christianity
- Islam
- religions and beliefs represented in the local community
- aspects of festivals and celebrations from other faiths where appropriate

Caythorpe Consistencies - [Links to Lincolnshire Locally Agreed RE Syllabus](#)

The curriculum is based on five threshold concepts; Understand beliefs and teachings, understand practices and lifestyles, understand how beliefs are conveyed, reflect and understand values

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.

Understanding how beliefs are conveyed: RE6: Explain some of the different ways that individuals show their beliefs.

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.

Understanding Values: 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). RE12: Express their own values and remain respectful of those with different values.

	Autumn	Spring	Summer			
	<p>What stories do Christians tell? Christianity – Being human Understanding practices and lifestyles; RE4: Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. RE5: Show an understanding of the role of a spiritual leader.</p>	<p>What is a Church? Christianity - Community Understanding practices and lifestyles; RE3: Explain the practices and lifestyles involved in belonging to a faith community.</p>	<p>Why is Muhammed important to Muslims? Islam - God Understanding practices and lifestyles; RE5: Show an understanding of the role of a spiritual leader.</p>	<p>What do Jewish people believe? Understanding practices and lifestyles; 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>Where do Hindus Worship? Hinduism - Community Understanding practices and lifestyles; 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>What happens when we die? Rites of passage – all faiths Understanding practices and lifestyles; RE4: Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.</p>
Resources	<p>Links to Christian resources, copies of parables,</p>	<p>Links to Christian resources, extracts from Acts describing the actions and beliefs of the Apostles, Visit to a church, images of other churches to compare,</p>	<p>Links to Islam resources, Islamic artefacts – Qur’an, wooden stand, images of a mosque - Visit a mosque</p>	<p>Links to Jewish resources, examples of Jewish prayers,</p>	<p>Links to Hinduism resources, the story of Svetaketu, images of Hindu gods and goddesses,</p>	<p>Images/video clips of different religion’s funeral ceremonies,</p>
Vocabulary	<p>Bible, parable, old testament, new testament, John the Baptist, baptism, Paul</p>	<p>Church, apostles, community, nave, pulpit, font, alter, global links,</p>	<p>Islam, Muhammad, Qur’an, Hadith, morals, Allah,</p>	<p>Judaism, Torah, Siddur, charity, tzedakah, synagogue,</p>	<p>Hindu, gods, goddesses, puja, shrine, Mandir, Brahman, the Trimurti, samsara, atman, karma, moksha, dharma, murti</p>	<p>Faith, death, life, life after death, heaven, bereavement, community, commemorate, memorial,</p>
Flashbacks	<ul style="list-style-type: none"> • Pilgrimage is a significant journey carried out for a reason • People follow a religion to gain a sense of community (global community) • Religions have rituals and ceremonies to welcome individuals to their faith • Can name some religious festivals of Christian, Jewish and Muslim faiths 	<ul style="list-style-type: none"> • The Holy books of Muslims, Judaism and Christians • Differences between the Old Testament and the New Testaments • Jesus taught how Christians should live their lives through parables – recall examples of these and what they taught 	<ul style="list-style-type: none"> • Muslim’s place of worship is a mosque – features of a mosque include washroom, minaret, dome(from Y1/2) • main features of a church and that feature’s symbolism • ways in which church buildings are used to serve communities and activities of local churches which connect with the wider, global Christian community 	<ul style="list-style-type: none"> • know who Muhammad was and why he is an important figure in Islam • Know who Jesus was and why he is an important figure to Christians • Religions have rituals and ceremonies to welcome individuals to their faith • Can name some religious festivals of Christian, Jewish and Muslim faiths 	<ul style="list-style-type: none"> • Recall some of the key aspects of worship in Christianity, Islam and Judaism • some of the key aspects of worship in Judaism, Christianity and Islam • for many people prayer is a powerful and meaningful experience 	<ul style="list-style-type: none"> • Religions have rituals and ceremonies to welcome individuals to their faith • Can name some religious festivals of Christian, Jewish and Muslim faiths
?	<p>In what ways does the Bible teach Christians to treat others? How is this expressed in practice? How do beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals?</p>	<p>How is Christian belief expressed collectively? How does Christian worship and celebration build a sense of community? Worship and celebration: ways in which worship and celebration engage with/affect the natural world; ways in which this relates to beliefs about creation and natural world</p>	<p>What do the main concepts in Islam reveal about the nature of Allah? What is the purpose of visual symbols in a mosque?</p>	<p>How do Jewish show they belong? What value does religion bring for religious people? Rites of passage; include other religions, e.g. Bar/Bat Mitzvah in Judaism,</p>	<p>How is Hindu belief expressed collectively? How does Hindu worship and celebration build a sense of community? Worship and celebration: ways in which worship and celebration engage with/affect the natural world; ways in which this relates to beliefs about creation and natural world</p>	<p>Rites of passage; include other religions</p>

Lesson 1	<p>WALT: know the themes of the Bible and identify familiar stories Activities: Children will be reminded about some familiar Bible stories and have the chance to recall the main characters and plot points in each one. They will also read an overview of the story of the Bible itself, from the creation of the world in Genesis to the Second Coming predicted in Revelation. Children will know:</p> <ul style="list-style-type: none"> • some main facts about Christianity • name and retell a variety of key Bible stories • that the Bible itself tells a story 	<p>WALT: know what is written in the Bible about the foundation of the Christian church Activities: Children will consider whether a 'church' is a building, its people, or both. They will go on to find out about makeshift or adapted places of worship, then read and discuss what is written about the formation of the Christian church in the Bible. Children will know:</p> <ul style="list-style-type: none"> • how to explain in their own words that churches are buildings but they are also a community of people • some beliefs and actions of the apostles as described in Acts • some of the risks and sacrifices endured by the apostles 	<p>WALT: know who Muhammad was and why he is an important figure in Islam Activities: Children will find out who Muhammad was and when he lived. They will read the story of how the Qur'an was revealed to him and consider how Muhammad might have felt when he realised he was a prophet. They can also identify similarities and differences between Muhammad and other religious figures. Children will know:</p> <ul style="list-style-type: none"> • who Muhammad was and when he lived • why he is called the messenger of God • how the Qur'an was first written 	<p>WALT: know some of the key features of worship in Judaism Activities: Children will be given a brief history of Judaism before going on to look at what worship means to Jewish people. They will explore some of the key features of worship in Judaism, including where Jews worship, what the Siddur and Torah are, and what happens during the weekly keeping of Shabbat. Children will know:</p> <ul style="list-style-type: none"> • some of the key aspects of worship in Judaism • and use appropriate vocabulary when discussing aspects of Jewish worship • similarities and differences between Jewish worship and worship in other religions 	<p>WALT: know important aspects of Hindu beliefs in God Activities: Through the story of Svetaketu, children will learn about some core principles of Hinduism. They may then either create Hindu art, or explain some Hindu beliefs in their own words. Recap of key beliefs: Brahman, the Trimurti, samsara, atman, karma, moksha, dharma (see KS2 Compulsory Unit: God – Hinduism) The aum symbol: a symbol of Brahman and the atman; some Hindus believe it to be the first sound of creation (the beginning of the life cycle); the use of the aum sound during meditation and in Hindu holy texts, e.g. the Upanishads Children will know:</p> <ul style="list-style-type: none"> • how symbols are used in some religions to represent God • Hindu beliefs about God in their own words • reflect on their own beliefs or ideas as well as those of followers of other religions about God 	<p>WALT: know that sadness is felt by everyone at some points during their lives Activities: Children will think about losses, and how big or small they may be. They will go on to consider the importance of understanding how they and others might feel when experiencing a bereavement, and how people cope with this type of loss. Children will know:</p> <ul style="list-style-type: none"> • that loss and sadness are shared human experiences. • express their own ideas about loss and death
Lesson 2	<p>WALT: know the story of Ruth and Naomi Activities: Children will understand why stories are told in the Bible and how these stories help Christians today. They will read the story of Ruth and Naomi, and interpret the messages presented in the story. They will start to understand that the stories in the Bible are interlinked and identify Ruth as David's great-grandmother. Children will know:</p> <ul style="list-style-type: none"> • that stories in the Bible contain messages for the reader • the main messages in the story of Ruth and Naomi • that many of the stories in the Bible are interlinked 	<p>WALT: know ways in which churches reflect local culture Activities: Children will study images and videos of some unusual and varied places of Christian worship around the world, identifying similarities and differences. They will then consider how churches reflect local culture and communities. Children will know:</p> <ul style="list-style-type: none"> • that a church is a building, but it is also a community of people with the same religious beliefs • reasons for features of churches or aspects of worship that reflect local culture • common features of all churches 	<p>WALT: know about the life of Muhammad and his impact on history Activities: Children will read some descriptions of what Muhammad was like from first-hand accounts to help them identify key features of his personality. They will consider his impact on the world and compare his life with the life of other people who changed the world. Children will know:</p> <ul style="list-style-type: none"> • place Muhammad in a historical context • what Muhammad was like • the impact Muhammad has had on world history 	<p>WALT: know the significance of prayer in Judaism Activities: Children will identify prayer as being central to Jewish worship. Children are encouraged to think about what and how Jews might pray, including the use of tefillin, prayer shawls and kippahs. They will have the chance to look at some specific Jewish prayers for themselves and see if they can interpret their meaning. Children will know:</p> <ul style="list-style-type: none"> • for many people prayer is a powerful and meaningful experience • that there are different types and ways of praying • Jewish prayers and suggest their meaning 	<p>WALT: know characteristics of Hindu gods and goddesses Activities: Share characteristics of Hindu gods and goddesses, some artefacts associated with them, and how these relate to Hindu beliefs. They may then either explain these in their own words or consider how they show aspects of their own personalities. Children will know:</p> <ul style="list-style-type: none"> • characteristics of Hindu gods and goddesses • links between the appearance of Hindu gods and the beliefs which underlie them • the idea that one person has many characteristics 	<p>WALT: know how the death of a person is marked and commemorated in Christianity and their own community Activities: share their own ideas about what happens when a person dies, then learn about what happens inside the body. They will go on to study and describe funeral traditions in a variety of communities. Children will know:</p> <ul style="list-style-type: none"> • of and compare funeral traditions in Christianity and non-believers • some ways in which some funeral traditions offer comfort for those experiencing a bereavement.
Lesson 3	<p>WALT: know the story of Daniel and relate this to religious persecution today. Activities: Children will read and retell the story of Daniel and the Lion's Den. They will</p>	<p>WALT: know how churches help Christians worship Activities: Children will consider the effect that the design and layout of churches has on visitors coming to worship. They will also consider and</p>	<p>WALT: know the importance of the Qur'an to Muslims Activities: Children will identify the Qur'an as the holy book of Islam. They will consider the concept of the Qur'an being the literal word of God and</p>	<p>WALT: know the meaning of Jewish rituals in relation to joining the Jewish community Activities: Children will consider what it means to belong to a community before looking at some of the special ceremonies that initiate children and young people into the Jewish faith, particularly the Bar and Bat</p>	<p>WALT: know features of a shrine and that it is a special place in a Hindu home Activities: Children will learn about the importance of shrines for many Hindus, then either draw and label pictures to show what they have learned and understood, or</p>	<p>WALT: know how the death of a person is marked and commemorated in other faiths Activities: Children will firstly share their own ideas about what happens when a person dies, then learn about what happens inside the body. They will go on to study and</p>

	<p>consider the main messages of the story and relate the idea of modern religious persecution around the world with Daniel’s story and experiences.</p> <p>Children will know:</p> <ul style="list-style-type: none"> the story of Daniel the main messages in the story of Daniel the meaning of the story of Daniel to persecuted Christians today 	<p>discuss reasons why Christians may meet in many other places, too.</p> <p>Children will know:</p> <p>Year 5: Children describe how Christians might feel when they come to a church to worship</p> <ul style="list-style-type: none"> Children describe ways in which church buildings are designed to structure and support worship Children express their own ideas about reflection, thanksgiving or remembrance, either religious or nonreligious 	<p>find out about some of the ways in which the Qur’an is treated to reflect this belief. God as creator who has created the universe to be in harmony (muslim – literally, ‘in submission’ to the will of God); has created human beings to be ‘abd (servant) and khalifa (regent) to help him keep things in harmony; has set out a straight path (shariah) to help maintain this harmony and offered guidance (the natural world, the Qur’an and the prophets) to help humans follow this path</p> <p>Children will know:</p> <ul style="list-style-type: none"> that Muslims believe the Qur’an to be the literal voice of God some of the ideas and teaching within the Qur’an Muhammad’s role as a messenger of God 	<p>Mitzvah ceremonies. Children will explore what happens during these rituals and how these special occasions are celebrated.</p> <p>Children will know:</p> <ul style="list-style-type: none"> and talk about their role in communities some of the rituals relating to becoming a member of the Jewish community know that living in a community gives both responsibility and support 	<p>consider which places are special for them, and why. Home shrine often including a murti (an image of a particular deity that has been consecrated), devotion to particular deities (representing different expressions of Brahman, the ultimate reality), importance of the family and the way in which dharma relates to family life</p> <p>Children will know:</p> <ul style="list-style-type: none"> how a shrine is cared for in a Hindu home how God is thought of in Hindu homes to reflect on their own experiences of special places 	<p>describe funeral traditions in a variety of communities.</p> <p>Hindu - Death (antyeshti) The key features of each and the ways in which they connect to beliefs about Brahman, atman, samsara, dharma and karma</p> <p>Islam Death (burial rituals should take place as soon as possible after death [within three days]; ritual collective washing of the body, wrapping the body in white cloth [death as an equaliser], buried facing Makkah; Muslims are never cremated)</p> <p>Children will know:</p> <ul style="list-style-type: none"> of and compare funeral traditions in different religions and communities some ways in which some funeral traditions offer comfort for those experiencing a bereavement.
Lesson 4	<p>WALT: know that Jesus taught through the parables he told</p> <p>Activities: Children will understand the difference between the Old Testament and the New Testament. They will identify what a parable is before reading and analysing various parables that Jesus told his disciples.</p> <p>Children will know:</p> <ul style="list-style-type: none"> the difference between the Old and New Testaments what a parable is some of the parables told by Jesus and identify the underlying lesson 	<p>WALT: know ways in which churches serve their communities.</p> <p>Activities: Through reading excerpts from the Bible, children will consider how Christians serve members of their own community. They will go on to consider ways in which churches also serve other communities such as the neighbourhoods in which they are based.</p> <p>Children will know:</p> <ul style="list-style-type: none"> what the Bible says about helping others in a community ways in which church buildings are used to serve communities ways in which churches organise activities and events which serve communities 	<p>WALT: know the key features and uses of a Mosque within a Muslim community</p> <p>Activities: The masjid (mosque) as a ‘place of prostration’ – the role of the mosque in Muslim belief and practice; key features (e.g. qibla, minaret, minbar, prayer mats, facilities for wudu); ways in which mosques engage with the local community, e.g. #VisitMyMosque day, foodbanks, etc.</p> <p>Children will know:</p> <ul style="list-style-type: none"> features of a mosque (e.g. qibla, minaret, minbar, prayer mats, facilities for wudu); 	<p>WALT: know belonging to a faith community affects your actions</p> <p>Activities: Children will identify some of the reasons people in different faith groups give to charity and support people in the wider community. They will then go on to look at the Jewish law of 'tzedakah' and how this affects Jews in their daily lives, as well as considering global and local causes your children would consider supporting themselves.</p> <p>Children will know:</p> <ul style="list-style-type: none"> the beliefs that cause people to behave in particular ways what ‘tzedakah’ is ways in which religious beliefs affect communities locally and worldwide 	<p>WALT: know features of a Mandir</p> <p>Activities: Children will learn about what a mandir is, the significance of some of their features, and how Hindus worship in them. They may then compare this to Hindu worship at home. Complete venn diagram.</p> <p>Children will know:</p> <ul style="list-style-type: none"> what is involved in Hindu worship in a mandir reflect on the meaning of ‘worship’ and understand its significance for Hindus use some correct terminology relating to Hindu worship 	<p>WALT: know own ideas, and understand the ideas of others, about what happens when a person dies.</p> <p>Activities: Children will consider their own views about what happens when a person dies, as well as the views of some religions. They will go on to consider how these ideas may help those experiencing a bereavement. The views of some humanists and atheists are also shared.</p> <p>Children will know:</p> <ul style="list-style-type: none"> express their own ideas about what happens when a person dies. the ideas of others regarding what happens when a person dies
Lesson 5	<p>WALT: understand Christian baptism through the story of John the Baptist</p> <p>Activities: Children will learn what baptism is and identify its significance for Christians. They will read the story of John the Baptist to find out when and why the practice began, and look at both infant and adult baptismal ceremonies undertaken by Christians today.</p> <p>Children will know:</p>	<p>WALT: know ways in which local churches form part of a global community</p> <p>Activities: Children could read some facts and statistics about Christianity globally, research to find out more about how churches are linked, and what they do as members of the global Christian community. They may present their findings in a variety of ways.</p> <p>Children will know:</p> <ul style="list-style-type: none"> some ways in which Christians connect with other Christians globally 	<p>WALT: know the importance of Muhammad to Muslims’ daily lives</p> <p>Activities: Children will explore how Muhammad’s actions, morals and teachings make him an inspiration and role-model for Muslims today. They will read some of the things he said during his lifetime and consider the effect his teachings can have on Muslims today.</p> <p>Children will know:</p> <ul style="list-style-type: none"> know what the Hadith are how Muhammad affects a Muslim’s daily life 	<p>WALT: know how faith is expressed through worship</p> <p>Activities: what happens when Jews go to the synagogue to worship, looking at key people involved in worship and finding out how the Torah and other objects are used, before questioning the significance of the Star of David for Jewish worshippers.</p> <p>Children will know:</p> <ul style="list-style-type: none"> that religious beliefs and ideas are expressed in different forms some of the features of worship in Judaism 	<p>WALT: know why puja is important for Hindus, and how it is practised at home</p> <p>Activities: Children will learn about puja: its rituals, their meaning, and the symbolism of offerings. They may then either draw, label and describe puja trays, or take part in a range of meditation activities. Worship in the mandir: puja (see https://www.bbc.com/education/clips/zh2hyrd); the significance of the objects on the puja tray – a bell (to awaken the deity that is the focus of worship), water, flowers, fruit/food, incense (to engage all the senses); the arti ceremony (act of worship involving a dewa lamp in which the Brahmin [priest] shares the light with the</p>	<p>WALT: know that it is important to express the emotions that you feel</p> <p>Activities: Consider the importance of expressing sadness when experiencing loss, and learn about ways in which people cope and seek help with their feelings of sadness. Following this, children may explore ways in which feelings can be expressed through art.</p> <p>Children will know:</p> <ul style="list-style-type: none"> ways in which prayer and talk can help people express their feelings

	<ul style="list-style-type: none"> • what baptism is • where the practice of baptism began • some of the ways in which different denominations practise baptism 	<ul style="list-style-type: none"> • activities of local churches which connect with the wider, global Christian community • ways in which their own communities have global links 	<ul style="list-style-type: none"> • the moral beliefs of Muslims 	<ul style="list-style-type: none"> • why members of the Jewish community value their Jewish identity 	<p>community of worshippers) as a key part of puja in the mandir – some worshippers place gifts of money on the arti tray as it is passed around, this money is used for the upkeep of the mandir; the sharing of prashad (food that has previously been offered to the murtis in the mandir and is therefore considered to be holy) at the end of puja in the mandir</p> <p>Children will know:</p> <ul style="list-style-type: none"> • the meaning of puja for Hindus • to reflect on their own experience of giving as an act of showing love 	<ul style="list-style-type: none"> • that difficult ideas and feelings can be expressed artistically.
Lesson 6	<p>WALT: know about Paul and the founding of the early church Activities: Children will read the story of Paul’s conversion from a man who relentlessly persecuted the Christians of the early church to someone who dedicated his life to spreading the news of Jesus. They will discover the New Testament books written by Paul and consider their significance. They will start to consider the importance of Paul both to the early church and to Christians today.</p> <p>Children will know:</p> <ul style="list-style-type: none"> • who Paul was and that he underwent a transformation • that Paul wrote many letters to the early church which now form parts of the New Testament • why Paul is such an important figure in the Bible 	<p>WALT: reflect on what has been learned about the Christian church Activities: Children will work in groups to gather and synthesise what they have learned and understood during these lessons, then feed back to the class. They may also provide written feedback about their learning.</p> <p>Children will know:</p> <ul style="list-style-type: none"> • reflect on their learning about the church • their own thoughts and those of others • synthesise the views of others and describe them in their own words 	<p>WALT: relate our experience of role-models and influences on our lives with those of Muslims Activities: Children will think about why Muhammad is a role-model and some of the ways in which Muslims try to emulate the way he lived his life. They will then relate this to their own lives as they think about people who inspire them.</p> <p>Children will know:</p> <ul style="list-style-type: none"> • why Muhammad is a role-model for Muslims • compare Muhammad as a role-model to inspirations in their own lives • sources of their own values and commitments 		<p>WALT: know how and why Hindu’s celebrate Divali Activities: Diwali – the story of Rama and Sita in the Ramayana (a story about what happens when you fulfil your dharma [duty] and when you do not fulfil your dharma); association with the deity, Lakshmi (represents wealth and good fortune); key practices associated with the festival, e.g. lighting dewa lamps (to help guide Lakshmi into the family home); cleaning the home; wearing new clothes; exchanging gifts; firework displays; examples of Diwali in the UK (e.g. Leicester) and elsewhere in the world – its impact on the environment</p> <p>Children will know:</p> <ul style="list-style-type: none"> • the story of Rama and Sita • what the characters represent in the story of Rama and Sita • rituals which Hindus do in preparation for Divali 	<p>WALT: consider practical ways of remembering someone who has died Activities: Children will learn about ways in which we remember people who have died, and why. Following this, children may either think of ways a person experiencing a bereavement may wish to remember the person who has died, or write obituaries for significant historic figures.</p> <p>Children will know:</p> <ul style="list-style-type: none"> • some ways in which people who have died are remembered during funerals, ceremonies and other religious services. • why remembering a person who has died can help those suffering bereavement • some ways to remember a person who has died
Key knowledges	<p>Children will know:</p> <ul style="list-style-type: none"> • the difference between the Old and New Testaments • what a parable is and some of the parables told by Jesus and identify the underlying lesson • the importance of Baptism to Christians • St. Paul dedicated his life to spreading the news of Jesus 	<p>Children will know:</p> <ul style="list-style-type: none"> • that a church is a building, but it is also a community of people with the same religious beliefs • main features of a church and that feature’s symbolism • ways in which church buildings are used to serve communities and activities of local churches which connect with the wider, global Christian community 	<p>Children will know:</p> <ul style="list-style-type: none"> • know who Muhammad was and why he is an important figure in Islam • Muslims believe Muhammed was a messenger from God • that Muslims believe the Qur’an to be the literal voice of God • key features of a Mosque and it’s role in Muslim communities 	<p>Children will know:</p> <ul style="list-style-type: none"> • some of the key aspects of worship in Judaism • for many people prayer is a powerful and meaningful experience • some of the rituals relating to becoming a member of the Jewish community 	<p>Children will know:</p> <ul style="list-style-type: none"> • symbols are used in some religions to represent God • characteristics of Hindu gods and goddesses • links between the appearance of Hindu gods and the beliefs which underlie them • 	<p>Children will know:</p> <ul style="list-style-type: none"> • of and compare funeral traditions in the community and of different religions and communities (Christianity, Islam, Hinduism and non-believers - Atheists) • some ways in which people who have died are remembered during funerals, ceremonies and other religious services. • why remembering a person who has died can help those suffering bereavement