



RE Curriculum – Year 5 and 6 – Cycle B

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

**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. 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.

**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	
<b>Resource s</b>	<a href="#">What did the Tudors worship?</a>  <a href="#">Links to Christian resources</a> , Images of Catholic/church leaders in Tudor times (Thomas Moore, Thomas Wolsey, Martin Luther)	<a href="#">What do Jewish people believe?</a> <a href="#">Y3/4 What do Jewish People Celebrate?</a>  <a href="#">Links to Jewish resources</a> , examples of Jewish prayers,	What stories do Christians tell?  <a href="#">Links to Christian resources</a> , copies of parables,	What is a Church?  <a href="#">Links to Christian resources</a> , extracts from Acts describing the actions and beliefs of the Apostles, Visit to a church, images of other churches to compare,	Why is Muhammed important to Muslims? <a href="#">Y3/4 Islam rites of passage</a> RE5: Show an understanding of the role of a spiritual leader.  <a href="#">Links to Islam resources</a> , Islamic artefacts,	What do Buddhists believe? RE5: Show an understanding of the role of a spiritual leader.  The story of how Siddhartha became Buddha,
<b>Vocabula ry</b>	confession, holy communion, Rome, pope, Henry VIII, Thomas Moore, Thomas Wolsey, Martin Luther	Judaism, Torah, Siddur, charity, tzedakah, synagogue,	Bible, parable, old testament, new testament, John the Baptist, baptism, Paul	Church, apostles, community, nave, pulpit, font, alter, global links,	Islam, Muhammad, Qur’an, Hadith, morals, Allah,	Buddha, Siddhartha, signs of being, moral precepts, Four Noble Truths, Eightfold Path, Karma, reincarnation, worship,
<b>Lesson 1</b>	<b>Year 5:</b> To learn about the Roman Catholic Church and its teachings during Tudor times. <b>Year 6:</b> To know about the Roman Catholic Church and its teachings during Tudor times. <b>Activities:</b> The children will learn about the way religion was structured and organised at the beginning of the Tudor period. They explore the monarch’s role in religion and the practices and beliefs of the Roman Catholic Church. The children are given the chance to explore the act of confession in detail, which provides a good opportunity to look at apologies and making amends. They also have the opportunity to record and illustrate the facts they have learnt about the Catholic Church. <b>Outcomes</b> <b>Year 5/6:</b> • Children identify the leader of the Catholic Church • Children give a description of a	<b>Year 5:</b> To find out about some of the key features of worship in Judaism. <b>Year 6:</b> To understand about some of the key features of worship in Judaism. <b>Activities:</b> 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. <b>Outcomes</b> <b>Year 5/6:</b> Children identify some of the key aspects of worship in Judaism • Children use appropriate vocabulary when discussing aspects of Jewish worship • Children discuss similarities and differences between Jewish worship and worship in other religions	<b>Year 5/6:</b> To explore the themes of the Bible and identify familiar stories. <b>Activities:</b> 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. <b>Outcomes</b> <b>Year 5/6:</b> Children recall some main facts about Christianity • Children name and retell a variety of key Bible stories • Children understand that the Bible itself tells a story	<b>Year 5/6:</b> To consider what is written in the Bible about the foundation of the Christian church. <b>Activities:</b> 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. <b>Outcomes</b> <b>Year 5:</b> Children explain in their own words that churches are buildings but they are also a community of people • Children describe some beliefs and actions of the apostles as described in Acts • Children explain some of the risks and sacrifices endured by the apostles <b>Year 6:</b> Children explain in their own words that churches are buildings but they are also a community of people • Children describe some beliefs and actions of the apostles as described in Acts • Children explain some of the risks and sacrifices endured by the	<b>Year 5:</b> To find out who Muhammad was and why he is an important figure in Islam. <b>Year 6:</b> To explain who Muhammad was and why he is an important figure in Islam. <b>Activities:</b> 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. <b>Outcomes</b> <b>Year 5:</b> • Children explain who Muhammad was and when he lived • Children can explain why he is called the messenger of God • Children explain how the Qur’an was first written	<b>Year 5:</b> To find out who Buddha was and why he is important to Buddhists today. <b>Year 6:</b> To know who Buddha was and why he is important to Buddhists today. <b>Activities:</b> Children will learn, through stories, about how Siddhartha Gautama achieved enlightenment and became the Buddha. They will then retell the story in their own fashion. <b>Outcomes</b> <b>Year 5/6:</b> Children can explain what Buddhism is and how/when it began • Children understand the story of how Prince Siddhartha became Buddha • Children recognise that Buddhists do not worship a god like most other world religions

	Catholic Church • Children are able to identify any key acts of worship within the Catholic faith? (i.e. Confession, Holy Communion)			apostles, giving reasons why they chose to endure them		
Lesson 2	<p><b>Year 5:</b> To learn about Martin Luther and how he influenced religion in Tudor times.</p> <p><b>Year 6:</b> To know how Martin Luther influenced religion in Tudor times.</p> <p><b>Activities:</b> In this lesson the children learn about a key historical figure of the reformation, Martin Luther. They explore the effects his actions had on society and have the chance to discuss if he was right to act. Children decide for themselves which of Luther's beliefs they agree with and justify their responses</p> <p><b>Outcomes</b></p> <p><b>Year 5/6:</b> • Children explain why Martin Luther was an important figure during Tudor times • Children can identify one or more of the grievances of Martin Luther • Children able to justify their reasons behind an opinion</p>	<p><b>Year 5/6:</b> To understand the significance of prayer in Judaism.</p> <p><b>Activities:</b> 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.</p> <p><b>Outcomes</b></p> <p><b>Year 5:</b> Children explain that for many people prayer is a powerful and meaningful experience • Children know that there are different types and ways of praying • Children interpret Jewish prayers and suggest their meaning</p>	<p><b>Year 5:</b> To explore the story of Ruth and Naomi.</p> <p><b>Year 6:</b> To know the story of Ruth and Naomi.</p> <p><b>Activities:</b> 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.</p> <p><b>Outcomes</b></p> <p><b>Year 5:</b> Children know that stories in the Bible contain messages for the reader • Children identify the main messages in the story of Ruth and Naomi • Children know that many of the stories in the Bible are interlinked</p>	<p><b>Year 5/6:</b> To consider ways in which churches reflect local culture</p> <p><b>Activities:</b> 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.</p> <p><b>Outcomes</b></p> <p><b>Year 5:</b> • Children understand that a church is a building, but it is also a community of people with the same religious beliefs • Children suggest reasons for features of churches or aspects of worship that reflect local culture • Children identify common features of all churches</p>	<p><b>Year 5:</b> To learn about the life of Muhammad and his impact on history.</p> <p><b>Year 6:</b> To know about the life of Muhammad and his impact on history.</p> <p><b>Activities:</b> 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.</p> <p><b>Outcomes</b></p> <p><b>Year 5:</b> Can children place Muhammad in a historical context? • Can children explain what Muhammad was like? • Can children understand the impact Muhammad has had on world history?</p> <p><b>Year 6:</b></p>	<p><b>Year 5:</b> To find out about some of the core beliefs and teachings of Buddhism.</p> <p><b>Year 6:</b> To understand the core beliefs and teachings of Buddhism.</p> <p><b>Activities:</b> Children will learn about the Three Signs of Being (central to the teachings of Buddhism). They will then discuss their meaning in relation to their own views. Some children may generate lists of morals to live by</p> <p><b>Outcomes</b></p> <p><b>Year 5:</b> Children know what the Three Signs of Being are • Children know what the five moral precepts are • Children make their own decisions about what is right and wrong?</p> <p><b>Year 6:</b></p>
Lesson 3	<p><b>Year 5/6:</b> To understand the changes Henry VIII made to religion in England.</p> <p><b>Activities:</b> This lesson provides the chance for the children to explore a major event in the timeline of British religion. The children will learn about the role Henry VIII played in splitting the Church of England from Rome and the reasons behind his actions. They will then go on to discuss and debate the reasons behind the separation of the Church and use these to decide if they think Henry VIII was right or wrong.</p> <p><b>Outcomes</b></p> <p><b>Year 5/6:</b> Children explain why Henry decided to split the Church of England from Rome • Children give their own opinions • Children</p>	<p><b>Year 5:</b> To find out the meaning of Jewish rituals in relation to joining the Jewish community</p> <p><b>Year 6:</b> To know the meaning of Jewish rituals in relation to joining the Jewish community</p> <p><b>Activities:</b> 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 Mitzvah ceremonies. Children will explore what happens during these rituals and how these special occasions are celebrated.</p> <p><b>Outcomes</b></p> <p><b>Year 5:</b> Children identify and talk about their role in communities • Children know some of the rituals relating to becoming a member of the Jewish community • Children know that living</p>	<p><b>Year 5/6:</b> To explore the story of Daniel and relate this to religious persecution today.</p> <p><b>Activities:</b> Children will read and retell the story of Daniel and the Lion's Den. They will 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><b>Outcomes</b></p> <p><b>Year 5:</b> • Children retell the story of Daniel • Children identify the main messages in the story of Daniel • Children relate the story of Daniel to persecuted Christians today</p>	<p><b>Year 5/6:</b> To consider how churches help Christians worship</p> <p><b>Activities:</b> Children will consider the effect that the design and layout of churches has on visitors coming to worship. They will also consider and discuss reasons why Christians may meet in many other places, too.</p> <p><b>Outcomes</b></p> <p><b>Year 5:</b> Children describe how Christians might feel when they come to a church to worship • 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>	<p><b>Year 5/6:</b> To understand the importance of the Qur'an to Muslims.</p> <p><b>Activities:</b> 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 find out about some of the ways in which the Qur'an is treated to reflect this belief.</p> <p><b>Outcomes</b></p> <p><b>Year 5/6:</b> • Children understand that Muslims believe the Qur'an to be the literal voice of God • Children explain some of the ideas and teaching within the Qur'an • Children understand Muhammad's role as a messenger of God</p>	<p><b>Year 5:</b> To learn about the Four Noble Truths and the Eightfold Path.</p> <p><b>Year 6:</b> To know the Four Noble Truths and the Eightfold Path.</p> <p><b>Activities:</b> Exploring the teachings of Buddha in greater depth, children will describe and explain the Four Noble Truths and the Eightfold Path in their own words.</p> <p><b>Outcomes</b></p> <p><b>Year 5:</b> Children understand what the Four Noble Truths are • Children know what the Eightfold Path is • Children use their own words to explain Buddhist terms</p> <p><b>Year 6:</b> Children understand and can explain what the Four Noble Truths are • Children know and understand what the Eightfold Path is • Children use their own words to explain Buddhist terms</p>

	can use evidence to support their opinions	in a community gives both responsibility and support				
Lesson 4	<p><b>Year 5:</b> To learn about the Protestant faith during Tudor times.</p> <p><b>Year 6:</b> <b>Activities:</b> Following the timeline of the British monarchs of the Tudor period, this lesson looks at Edward VI and the changes he made to religion in England when he came to the throne. Reflecting back on the actions and beliefs of Martin Luther, the children explore the beliefs of the Protestant faith and compare them to the Catholic faith.</p> <p><b>Outcomes</b> <b>Year 5:</b> Children name a key difference between Catholicism and Protestantism in the 16th century • Children name key individuals who began the changes in the Protestant faith • Children identify similarities between Catholicism and Protestantism</p>	<p><b>Year 5:</b> To find out how belonging to a faith community affects your actions</p> <p><b>Year 6:</b> To understand how belonging to a faith community affects your actions</p> <p><b>Activities:</b> 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><b>Outcomes</b> <b>Year 5/6:</b> • Children understand the beliefs that cause people to behave in particular ways • Children describe what 'tzedakah' is • Children can identify ways in which religious beliefs affect communities locally and worldwide</p>	<p><b>Year 5:</b> To explore the parables of Jesus.</p> <p><b>Year 6:</b> To explore the parables of Jesus.</p> <p><b>Activities:</b> 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><b>Outcomes</b> <b>Year 5:</b> Children understand the difference between the Old and New Testaments • Children know what a parable is • Children read some of the parables told by Jesus and identify the underlying lesson</p>	<p><b>Year 5/6:</b> To identify ways in which churches serve their communities.</p> <p><b>Activities:</b> 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><b>Outcomes</b> <b>Year 5/6:</b> • Children explain what the Bible says about helping others in a community • Children identify ways in which church buildings are used to serve communities • Children identify ways in which churches organise activities and events which serve communities</p>	<p><b>Year 5/6:</b> To understand the importance of Muhammad to Muslims' daily lives.</p> <p><b>Activities:</b> 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><b>Outcomes</b> <b>Year 5:</b> Children know what the Hadith are • Children can explain how Muhammad affects a Muslim's daily life • Children describe some of the moral beliefs of Muslims</p>	<p><b>Year 5:</b> To find out about the Buddhist beliefs of karma and reincarnation.</p> <p><b>Year 6:</b> To understand the Buddhist beliefs of karma and reincarnation.</p> <p><b>Activities:</b> Children will learn about the Buddhist belief in a cycle of life, working towards achieving a state of nirvana. They will then describe the concepts of karma and reincarnation in their own fashion.</p> <p><b>Outcomes</b> <b>Year 5/6:</b> Children can explain what karma is • Children explain what reincarnation is • Children offer their own opinions about life after death</p>
Lesson 5	<p><b>Year 5/6:</b> To reflect on Christianity today and how beliefs can change</p> <p><b>Activities:</b> Children bring their learning of the Christian faith forward in time to the present day. They reflect on the changes that were made during the Tudor period and how it has affected modern-day Christians. The children have the chance to investigate how the church is involved in modern society and how views and opinions have changed to fit into today's lifestyle. They look at teachings from the Bible and reflect on their importance in their own lives, and the lives of modern society</p> <p><b>Outcomes</b> <b>Year 5:</b> Children name a way in which the Church of England is involved in modern British society</p>	<p><b>Year 5/6:</b> To explore how faith is expressed through worship.</p> <p><b>Activities:</b> Children will find out 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><b>Outcomes</b> <b>Year 5/6:</b> Children understand that religious beliefs and ideas are expressed in different forms • Children describe some of the features of worship in Judaism • Children can explain why members of the Jewish community value their Jewish identity</p>	<p><b>Year 5:</b> To find out about Christian baptism through the story of John the Baptist.</p> <p><b>Year 6:</b> To understand Christian baptism through the story of John the Baptist.</p> <p><b>Activities:</b> 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><b>Outcomes</b> <b>Year 5:</b> • Children understand what baptism is • Children know where the practice of baptism began • Children are able to identify some of the ways in which different denominations practise baptism</p>	<p><b>Year 5/6:</b> To consider ways in which local churches form part of a global community</p> <p><b>Activities:</b> Children will read some facts and statistics about Christianity globally, then do 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><b>Outcomes</b> <b>Year 5:</b> • Children describe some ways in which Christians connect with other Christians globally • Children describe activities of local churches which connect with the wider, global Christian community • Children consider ways in which their own communities have global links</p>	<p><b>Year 5/6:</b> To relate our experience of role-models and influences on our lives with those of Muslims.</p> <p><b>Activities:</b> 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><b>Outcomes</b> <b>Year 5:</b> Children explain why Muhammad is a role-model for Muslims • Children compare Muhammad as a role-model to inspirations in their own lives • Children identify sources of their own values and commitments</p>	<p><b>Year 5:</b> To find out where Buddhists worship and the role of symbols within worship.</p> <p><b>Year 6:</b> To know where Buddhists worship and the role of symbols within worship.</p> <p><b>Activities:</b> Children will study information about a variety of places of worship, then describe their features and aspects of the worship that occur in them.</p> <p><b>Outcomes</b> <b>Year 5/6:</b> Children know where Buddhists worship • Children can explain some of the symbols associated with the Buddha statue • Children name some of the other symbols associated with Buddhism</p>

	<ul style="list-style-type: none"> <li>• Children give an example of how some Christians have changed their views</li> <li>• Children use Christian teachings to reflect on their own lives</li> </ul>					
Lesson 6			<p><b>Year 5:</b> To find out about Paul and the early church.</p> <p><b>Year 6:</b> To know about Paul and the early church.</p> <p><b>Activities:</b> 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><b>Outcomes</b></p> <p><b>Year 5:</b> Children know who Paul was and that he underwent a transformation</p> <ul style="list-style-type: none"> <li>• Children know that Paul wrote many letters to the early church which now form parts of the New Testament</li> <li>• Children explain why Paul is such an important figure in the Bible</li> </ul>	<p><b>Year 5/6:</b> To reflect on what has been learned about the Christian church</p> <p><b>Activities:</b> 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><b>Outcomes</b></p> <p><b>Year 5:</b></p> <ul style="list-style-type: none"> <li>• Children reflect on their learning about the church</li> <li>• Children describe their own thoughts and those of others</li> <li>• Children synthesise the views of others and describe them in their own words</li> </ul>		<p><b>Year 5:</b> To investigate the ways in which Buddhists worship.</p> <p><b>Year 6:</b> To be able to explain the ways in which Buddhists worship.</p> <p><b>Activities:</b> Children will learn about some of the symbols, artefacts and activities associated with Buddhist worship. They may then either recreate aspects of these (such as prayer flags and shrines), or describe how Buddhists worship in their own words.</p> <p><b>Outcomes</b></p> <p><b>Year 5:</b></p> <ul style="list-style-type: none"> <li>• Children explain what the word 'worship' means</li> <li>• Children know some of the ways in which Buddhists worship</li> <li>• Children can evaluate the ways in which Buddhist worship is similar or different to worship in other religions</li> </ul>

#### 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>