RE Whole School Curriculum Pack

A complete RE curriculum for Year 1 to Year 6

What is the RE Whole School Curriculum Pack?

- A series of RE schemes of work arranged across the Autumn, Spring and Summer terms for all year groups from Year 1 to Year 6 (two schemes of work per term per year group)
- Each scheme of work contains between five and seven ready-to-teach RE lessons
- Each individual lesson includes a detailed plan, a slideshow presentation for the teaching input, differentiated activities and a range of printable resources.

Why use our RE Whole School Curriculum Pack?

- Deliver a complete RE curriculum that covers all major world religions, as well as themes such as faith, identity and belonging.
- Embed consistency across year groups, phases and key stages
- Ensure confidence in teaching RE from all staff members
- High-quality prepared planning written by experienced teachers
- Clearly mapped knowledge and skills progression.

36 ready-to-teach RE schemes of work

A comprehensive and coherent RE curriculum

Built-in knowledge and skills progression

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RE Whole School Curriculum Pack : Year 1 to Year 6

SKU: bulk1019

	Autumn Term		Spring Term		Summer Term	
Year 1	Our Wonderful World	Why do Christians give gifts at Christmas	Special Books	What did Jesus teach us?	What do Hindus celebrate?	What do Muslims celebrate?
Year 2	Leaders and Teachers	Christmas Celebrations	Who was Buddha?	Why is the Torah special?	Christian Rites of Passage	What do Sikhs believe?
Year 3	Signs and Symbols	Diwali	What do we know about Jesus?	Jewish Celebrations	What is the Bible	Islamic Rites of Passage
Year 4	Sikh Rites of Passage	Christmas Journeys	Hindus Home and Mandir	Why is Easter Important?	Buddhist Festivals	Identity and Belonging
Year 5	Where did the Christian Bible come from?	Why is Muhammad important to Muslims?	Jewish Worship and Community	Buddhist Worship and Beliefs	Stories of Christianity	Belief in our Community
Year 6	Stories of Hinduism	What is a church?	What is the Qur'an?	Expressing Faith through the Arts	Sikh Worship and Community	What happens when we die?

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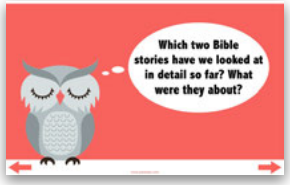
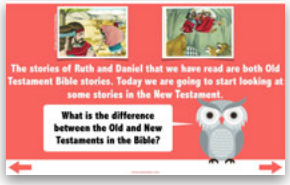
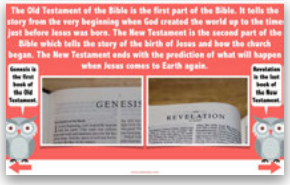
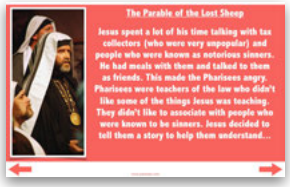
Anatomy of a PlanBee RE Lesson:

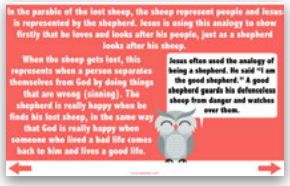
Slides to guide you and your class through the teaching input

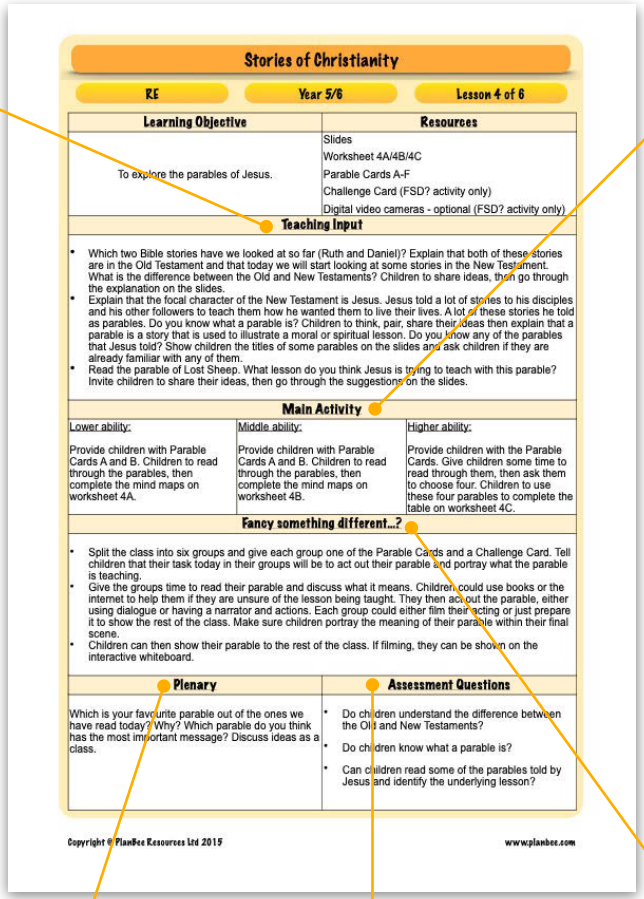












Stories of Christianity

RE	Year 5/6	Lesson 4 of 6

Learning Objective	Resources
To explore the parables of Jesus.	Slides Worksheet 4A/4B/4C Parable Cards A-F Challenge Card (FSD? activity only) Digital video cameras - optional (FSD? activity only)

Teaching Input

- Which two Bible stories have we looked at so far (Ruth and Daniel)? Explain that both of these stories are in the Old Testament and that today we will start looking at some stories in the New Testament. What is the difference between the Old and New Testaments? Children to share ideas, then go through the explanation on the slides.
- Explain that the focal character of the New Testament is Jesus. Jesus told a lot of stories to his disciples and his other followers to teach them how he wanted them to live their lives. A lot of these stories he told as parables. Do you know what a parable is? Children to think, pair, share their ideas then explain that a parable is a story that is used to illustrate a moral or spiritual lesson. Do you know any of the parables that Jesus told? Show children the titles of some parables on the slides and ask children if they are already familiar with any of them.
- Read the parable of Lost Sheep. What lesson do you think Jesus is trying to teach with this parable? Invite children to share their ideas, then go through the suggestions on the slides.

Main Activity

Lower ability:	Middle ability:	Higher ability:
Provide children with Parable Cards A and B. Children to read through the parables, then complete the mind maps on worksheet 4A.	Provide children with Parable Cards A and B. Children to read through the parables, then complete the mind maps on worksheet 4B.	Provide children with the Parable Cards. Give children some time to read through them, then ask them to choose four. Children to use these four parables to complete the table on worksheet 4C.

Fancy something different...?

- Split the class into six groups and give each group one of the Parable Cards and a Challenge Card. Tell children that their task today in their groups will be to act out their parable and portray what the parable is teaching.
- Give the groups time to read their parable and discuss what it means. Children could use books or the internet to help them if they are unsure of the lesson being taught. They then act out the parable, either using dialogue or having a narrator and actions. Each group could either film their acting or just prepare it to show the rest of the class. Make sure children portray the meaning of their parable within their final scene.
- Children can then show their parable to the rest of the class. If filming, they can be shown on the interactive whiteboard.

Plenary	Assessment Questions
Which is your favourite parable out of the ones we have read today? Why? Which parable do you think has the most important message? Discuss ideas as a class.	• Do children understand the difference between the Old and New Testaments? • Do children know what a parable is? • Can children read some of the parables told by Jesus and identify the underlying lesson?

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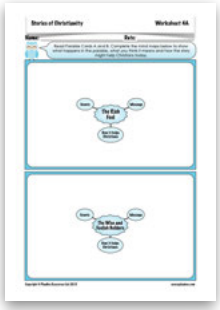

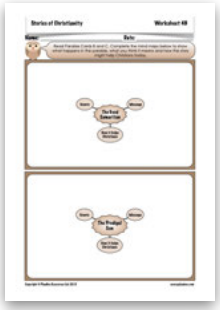

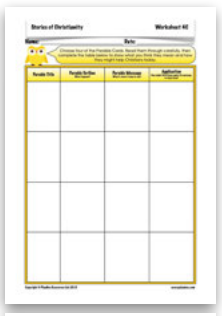

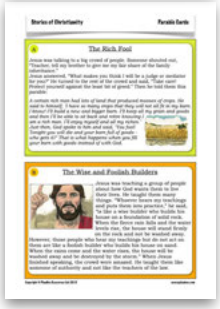

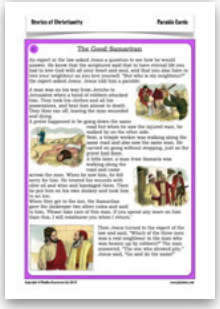

Printable resources to support the differentiated main activity for children's independent learning

Printable resources for the alternative 'Fancy Something Different...?' activity

A plenary to bring your class back together

Assessment questions to help you track progress (free editable assessment grids available for each scheme of work)

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RE Curriculum Pack
Scheme of Work
Overviews

Our Wonderful World : RE : Year 1

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To identify things that make our world special.	Children will think about things in our world that are amazing. They will be shown a variety of photos from around the world as a catalyst for discussion. They will identify some of the features, sights and sounds of our world that make it special.	• Can children identify things that are amazing? • Do children understand people may have different views? • Can children explain why something in the world is amazing?	• Slides • Worksheet 1A/1B/1C • Picture Cards A/B/C • Poster Sheet A/B (FSD? activity only)
Lesson 2	To explore the Jewish, Christian and Islamic creation stories.	Children will think about why there are different creation stories. They will find out that the creation story for Christians, Jews and Muslims is very similar and think about the reasons for this. They will read and retell the Christian version of the creation story as told in the Bible.	• Can children retell a version of the creation story? • Can children say how the three creation stories are similar? • Do children understand different people believe different things?	• Slides • Worksheet 2A/2B/2C • Wheel Sheet A/B (FSD? activity only) • Wheel Cover Sheet (FSD? activity only) • Split pins and scissors (FSD? activity only)
Lesson 3	To explore the Hindu creation story.	Children will recall why different religions have different accounts of creation. They will then read the Hindu creation story, as told in the Vedas. They will consider the similarities and differences between the Hindu creation story and the creation story of Christians, Muslims and Jews.	• Can children retell a version of the creation story? • Can children compare the creation stories? • Do children understand different people believe different things?	• Slides • Worksheet 3A • Instruments • Story Sheet (FSD? activity only) • Extracts Sheet (FSD? activity only) • paper, paints/pencils/collage materials (FSD? activity only)
Lesson 4	To explore different accounts of the creation of the sky and Heaven.	Children will be reminded that in the creation stories they have read so far, God created a heaven. They will find out about Hindu, Christian, Jewish and Muslim ideas of Heaven, and discuss what they personally think Heaven would be like.	• Can children retell a section of a creation story? • Can children compare how the sky and Heaven were represented in different creation stories? • Can children explain what paradise might be like?	• Slides • Worksheet 4A/4B/4C • Picture Cards (FSD? activity only) • Sentence Cards (FSD? activity only)
Lesson 5	To explore different accounts of the creation of plants.	Children will recall information about various creation stories. They will go on to find out how various religions account for the creation of plants before looking at why plants are important and what they give us.	• Can children retell a section of a creation story? • Can children compare how plants were represented in different creation stories? • Can children explain why they think plants were created?	• Slides • Worksheet 5A/5B/5C • Picture Cards (FSD? activity only) • Fact Cards (FSD? activity only) • Answer Sheet (FSD? activity only)
Lesson 6	To explore different religious accounts of how animals and people were created.	Children will learn how various religions account for the creation of animals and humans. They will then think about why people should look after the world and what it is that makes them special.	• Can children retell a section of a creation story? • Can children compare how animals and people were represented in different creation stories? • Can children explain why they think animals and people were created?	• Slides • Worksheet 6A/6B/6C • Picture Cards (FSD? activity only)

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NB: 'FSD? Activity only' refers to the alternative 'Fancy Something Different...?' activity within the lesson plan

Why do Christians give gifts at Christmas : RE : Year 1

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To discuss their experiences of giving and receiving presents.	Children will think about some of the reasons why people give gifts. They will consider how it feels to both give and receive gifts, drawing on their own experiences. They will start to consider what makes a present precious.	• Can children identify aspects of their own experience and feelings in relation to giving and receiving presents? • Can children identify what they feel to be of value and explain why? • Can children use words and pictures to describe a present that is special to them?	• Slides • Worksheet 1A/1B/1C • Present Cards (FSD? activity only) • Card Template (FSD? activity only) • Word Bank (FSD? activity only)
Lesson 2	To find out about the story of Jesus' birth.	Children will recap what they already know about Christmas and why it is celebrated. They will read the story of the nativity, focusing on why the three wise men gave gifts of gold, frankincense and myrrh to Jesus when they visited him. They will start to relate this to Christian ideas of giving and receiving.	• Do children understand the story of the birth of Jesus? • Can children explain why they think the wise men gave gifts to the baby Jesus? • Do children know that the concepts of giving and receiving are important in Christianity?	• Slides • Worksheet 2A/2B/2C • Character Cards (FSD? activity only)
Lesson 3	To think about a gift a Christian might give to baby Jesus.	Children will recap the story of the nativity and recall the gifts given by the three wise men. They will consider gifts that babies receive today and think about what they would give to baby Jesus if they had visited him in the stables today.	• Do children know that the wise men brought baby Jesus gifts of gold, frankincense and myrrh? • Can children offer suggestions for what a Christian might give baby Jesus as a gift? • Do children know the significance of giving and receiving gifts for Christians?	• Slides • Worksheet 3A/3B/3C • Role-play area with baby and manger (FSD? activity only)
Lesson 4	To think about presents that can be given that you can't see.	Children will think about why people give gifts at Christmas and consider presents that can be given but not seen. Children will think about concepts such as kindness, friendship and love as presents they can give their loved one instead of presents that go under the Christmas tree. They will compare the importance of these 'invisible' presents compared to physical gifts.	• Can children talk about why giving presents is an important idea for Christians? • Can children relate giving presents at Christmas to the gifts that were given to Jesus? • Do children understand that some gifts are 'invisible' but are still important?	• Slides • Worksheet 4A/4B • Heart Template • Digital Cameras (FSD? activity only)
Lesson 5	To explore the Christian belief that Jesus is God's gift to the world.	Children will think about why Christians remember the birth of a baby more than 2000 years ago and discuss the Christian beliefs that Jesus was a gift from God to the world. It also teaches them Christian beliefs about what Jesus brought to the world, such as hope and peace. They will also consider what gifts they would like to give their loved ones at Christmas and why.	• Do children know that Jesus is important to Christians because he is the son of God? • Can children suggest some things that Jesus brought to the world (e.g. love, hope, etc.)? • Do children know that not all people who give and receive gifts at Christmas are Christians and that some people do not give or receive gifts at all at this time of year?	• Slides • Word Cards • Paper cut into strips • Worksheet 5A/5B

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Special Books : RE : Year 1

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To share special books.	Children will consider what makes books important. They will find out about the books of some famous people before thinking about their favourite books and why they are special. They are encouraged to discuss their responses with other children to understand that different people enjoy different types of books.	• Can children say which books are important to them? • Can children explain how they look after books? • Do children understand that different people have different special books?	• Slides • Worksheets 1A/1B/1C • Books that are special to the children (FSD? activity only) • Well known books with the covers concealed (Plenary only)
Lesson 2	To find out which books are special for different religions.	Children will identify the Bible, Torah and Qur'an as the holy books of Christianity, Judaism and Islam respectively. They will think about why these books are special and identify that they have some similar stories. They will compare accounts of the story of Adam and Eve told in each of the three special books.	• Can children say which books are important to them? • Can children identify some books that are special to different religions? • Do children understand that religious books need to be treated with respect?	• Slides • Worksheets 2A/2B/2C • Matching Cards • Information Sheet • Statement Cards (FSD? activity only)
Lesson 3	To find out about the special book for Jewish people.	Children will recap that the Torah is the most important book in Judaism. They will find out how the Torah is used, including what a yad is and why it is used. They will read the story of Abraham and consider its meaning for Jews. They can also find out about the Ten Commandments.	• Can children say which books are important to Jews? • Can children explain how the Torah is looked after? • Do children understand that religious books need to be treated with respect?	• Slides • Worksheets 3A/3B • Extract A/B
Lesson 4	To find out about the special book for Christian people.	Children will recap that the Bible is the Christian holy book. They will discover how the Bible is used by Christians in churches and at home. They will also consider how its production has changed over time. They will read and consider the story of Noah's Ark.	• Can children say which books are important to Christians? • Can children explain how the Christian Bible is looked after? • Do children understand that religious books need to be treated with respect?	• Slides • Worksheets 4A/4B/4C • Story Cards
Lesson 5	To find out about the special book for Muslim people.	Children will find out about the Qur'an, the holy book of Islam. They will learn how it came into existence, why it is written in Arabic and not translated into other languages, and some of the ways in which Muslims believe the Qur'an should be treated to show it respect.	• Can children say which books are important to Muslims? • Can children explain how the Qur'an is looked after? • Do children understand that religious books need to be treated with respect?	• Slides • Worksheets 5A/5B • Instruction Cards

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What did Jesus teach us? : RE : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To find out about the life of Jesus.	Children will understand that Jesus lived a long time ago but that lots of people still remember him and believe he was the Son of God. They will read through the story of Jesus' life from the nativity to the resurrection. Children will consider how different characters might have been feeling at different points of the story. They can then recall and order the main events of the story.	• Do children know that Jesus lived a long time ago? • Can children describe the events in the life of Jesus? • Do children know that Christians believe Jesus is the Son of God?	• Slides • Worksheet 1A • Sentence Cards A/B • Scene Sheet (FSD? activity only) • Costumes, props if appropriate (FSD? activity only)
Lesson 2	To find out about the parable of the lost son.	Children will identify a parable as a story with a special meaning or lesson. They will read through the parable of the prodigal son and discuss what they think Jesus was trying to teach people by telling this story. They can retell the parable in a variety of ways.	• Do children know that a parable is a story that teaches a lesson? • Can children describe the story of the lost son? • Do children know that Christians believe Jesus taught the parable of the lost son to show that God rejoices when people come back to him?	• Slides • Story Wheel A/B • Story Wheel Covers • Story Template sheets • Puppet Characters (FSD? activity only) • Straws/sticks (FSD? activity only)
Lesson 3	To find out about the parable of the good Samaritan.	Children will recap what a parable is. They will read the story of the Good Samaritan and discuss what they think Jesus was trying to teach through this parable. They will consider ways in which they could help people for themselves and consider how they might act in various situations.	• Do children know that Jesus often taught through parables? • Can children describe the parable of the good Samaritan? • Can children describe the message Jesus was teaching through this parable?	• Slides • Worksheet 3A/3B/3C • Hand Templates • Scenario Cards (FSD? activity only)
Lesson 4	To find out what Jesus taught at the Sermon on the Mount.	Children will identify that Jesus taught his followers in many ways, including sermons. They will look at some of the things Jesus taught at the Sermon on the Mount and what they mean for Christians today. They will look at the Lord's Prayer and describe what it is. They can also think about special people in their own lives who have taught them special things.	• Do children know some of the ways in which Jesus taught his followers? • Do children know why the Sermon on the Mount is important for Christians? • Can children describe what the Lord's Prayer is?	• Slides • Worksheet 4A/4B/4C/4D
Lesson 5	To explore what we can learn from the actions of Jesus.	Children will start to understand some of the ways in which Jesus' actions were an example to his disciples and to Christians today. They will read the story of how and why Jesus washed his disciples' feet and what this can teach Christians. Children will think about times they have been kind to others.	• Do children know that Jesus taught people through his actions? • Do children know that Jesus was kind and helpful to the people who needed him the most? • Do children know that Christians believe Jesus performed miracles to heal people?	• Slides • Worksheet 5A/5B • Basins, sponges, towels (FSD? activity only)
Lesson 6	To summarise what Jesus taught people.	Children will recall key facts about the life of Jesus and some of the ways in which he taught people. They will consider what they think Jesus was like as a person and come up with adjectives to describe him. They will summarise the most important messages he taught his followers.	• Can children recall stories about Jesus? • Can children think of words to describe what Jesus was like? • Can children summarise what Jesus taught us?	• Slides • Worksheet 6A/6B • Sentence Cards • Art materials (FSD? activity only)

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What do Hindus celebrate? : RE : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To find out what Hindus believe.	Children are given an overview of the Hindu religion. They will explore where and when Hinduism began and go on to look at what Hindus believe. They will find out about some of the major deities of Hinduism and explore some of the key features of Hindu worship.	• Do children know that Hinduism is one of the main world religions? • Do children know about some of the basic Hindu beliefs? • Do children know that Hindus worship many gods and goddesses?	• Slides • Worksheet 1A/1B • Picture Cards • Fact Cards (FSD? activity only) • Question Cards (FSD? activity only)
Lesson 2	To find out about special occasions in a Hindu childhood.	Children will find out about the samskaras - special moments in the lives of babies and children as they grow towards adulthood. Your class will discover what happens at some of these celebrations and what the events and actions symbolise. They will also think about special celebrations they have experienced in their own childhoods.	• Do children know that Hindus have different ceremonies when they are growing up? • Do children know that these ceremonies are called samskaras? • Can children describe some of the samskaras in a Hindu's childhood?	• Slides • Worksheet 2A/2B/2C • Ceremony Cards • Information Sheet • Role Play Cards (FSD? activity) • Props if possible (FSD? activity only)
Lesson 3	To find out what happens at a Hindu wedding.	Children will find out what traditional Hindu wedding celebrations are like. They will find out about the ceremony itself as well as some of the other rituals and traditions that are undertaken to prepare the bride and groom for marriage. Children will consider how Hindu weddings are similar or different to weddings from other faiths and cultures.	• Do children know what a Hindu wedding ceremony is like? • Do children know what Hindu wedding celebrations are like? • Can children compare a Hindu wedding to the weddings of people of other faiths and cultures?	• Slides • Worksheet 3A/3B/3C • Picture Cards • Help Sheet (FSD? activity only) • String, crêpe paper, straws (FSD? activity only) • Hindu Wedding Video
Lesson 4	To find out about the Hindu festival of Divali.	Children will explore the festival of Divali. They will read the story of Rama and Sita and understand why Divali is celebrated. They will find out about some of the customs and traditions surrounding Divali and how it is celebrated by Hindu families.	• Do children know what Divali is? • Can children re-tell the story of Rama and Sita? • Do children know some of the customs and traditions associated with a Hindu Divali celebration?	• Slides • Worksheet 4A/4B/4C • Sentence Cards • Clay • Tea lights • Rangoli Patterns sheets (FSD? activity only) • Picture Cards (FSD? activity only)
Lesson 5	To find out about the Hindu festival of Raksha Bandhan.	Children will find out about the festival of Raksha Bandhan which celebrates the relationship between brothers and sisters. Children will find out how this Hindu festival is celebrated, such as through rakhi bracelets and tilak blessings. They will also consider people in their own lives they look out for and who look out for them in return.	• Do children know that Raksha Bandhan is a festival that celebrates the relationship between siblings? • Can children describe some of the ways in which Raksha Bandhan is celebrated by Hindus? • Can children think of people in their own lives they look out for and who look out for them in return?	• Slides • Worksheet 5A/5B/5C • Rakhi Templates (FSD? activity only) • Ribbon (FSD? activity only) • Art materials for decoration (FSD? activity only)
Lesson 6	To find out about the Hindu festival of Ganesh Chaturthi.	Children will start by thinking about how the celebrate their birthdays. They will then find out that Ganesh Chaturthi is a Hindu festival that celebrates the birthday of Ganesh, the elephant-headed god. They will find out what happens during the Ganesh Chaturthi celebrations and think about how this birthday is different or similar to their own birthday celebrations.	• Do children know what Ganesh Chaturthi is? • Can children describe some of the ways in which Hindus celebrate Ganesh Chaturthi? • Can children describe what the god Ganesh looks like?	• Slides • Worksheet 6A/6B/6C • Information Sheet • Ganesh Template sheet (FSD? activity only) • End of Unit

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NB: 'FSD? Activity only' refers to the alternative 'Fancy Something Different...?' activity within the lesson plan

What do Muslims celebrate? : RE : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To find out about the Islamic New Year.	Children will understand Islam as the religion followed by Muslims. They will find out who Muhammad was and how he founded Islam. They will find out what is commemorated during the Islamic New Year and how Muslims celebrate this today.	• Do children understand that Muslims follow the religion Islam? • Can children explain who Muhammad was? • Can children say what Muslims remember on the Islamic New Year?	• Slides • Worksheet 1A/1B/1C • Story Cards A/B (FSD? activity only)
Lesson 2	To find out about the Day of Ashura.	Children will find out what the Day of Ashura means to Muslims. They will find out that Shi'a and Sunni Muslims observe this day in different ways. They can then either explore the story of Moses freeing the Israelites or they can find out about some of the important prophets in Islam. The plenary introduces your class to Muslim mosques.	• Do children know the Day of Ashura happens after the Islamic New Year? • Can children name two Prophets of Islam? • Do children know where Muslims go to worship?	• Slides • Worksheet 2A/2B/2C/2D • Story Cards A/B • Fact Sheet (FSD? activity only)
Lesson 3	To find out about Mawlid al-Nabi.	Children will find out how and why Muslims celebrate the Prophet Muhammad's birthday. They will be encouraged to think about why his birthday is a quiet celebration. During their independent learning activities, they will either think about things they are thankful for or they will have a look at some pictures from Mawlid al-Nabi celebrations and discuss what they can see.	• Can children explain how some Muslims celebrate the Prophet Muhammad's birthday? • Do children understand why the Prophet Muhammad is important for Muslims? • Do children know what the Qur'an is and why it is important for Muslims?	• Slides • Worksheet 3A/3B/3C • Picture Cards (FSD? activity only) • Question Cards (FSD? activity only)
Lesson 4	To find out about Ramadan.	Children will find out about the well-known Muslim festival of Ramadan. They will discover what Muslims do during Ramadan and why, and will also have the option of exploring a section of the Qur'an during their independent learning. During the plenary, they will think about what it means to be part of a community.	• Do the children know that Ramadan is an important part of Islam? • Can the children say something Muslims do during Ramadan? • Can the children say which book Muslims read from during the Taraweeh Prayers?	• Slides • Worksheet 4A/4B/4C/4D
Lesson 5	To find out Eid al-Fitr.	Children will identify that Eid is celebrated to mark the end of Ramadan. They will discover some of the ways in which Eid is celebrated, such as wearing special clothes, sharing food and sweets with friends and family, and praying together. During the plenary, children will consider why some Muslims give money to charity during Eid.	• Can children say the event Eid marks the end of? • Can children explain how Muslims celebrate Eid? • Do children understand why Muslims give money to charity during Eid?	• Slides • Worksheet 5A/5B/5C
Lesson 6	To find out about the Hajj.	Children will find out what a pilgrimage and why Muslims are expected to undertake the pilgrimage to Mecca at least once in their lifetime. They will find out some of the ways in which the pilgrimage promotes unity between Muslims and what happens at the Hajj. During the plenary, children will recap what they have learnt about each of the Muslim celebrations they have studied.	• Do children understand what a pilgrimage is? • Can children explain where Muslims travel to on their pilgrimage? • Can children remember information about each Muslim celebration?	• Slides • Worksheet 6A/6B/6C/6D • Fact Sheet • Picture Cards (FSD? activity only)

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Leaders and Teachers : RE : Year 2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To find out about leaders in school, and what they do.	Children will consider what a leader is and does, as well as think of times when they have been leaders. They may then either discuss being leaders with a partner, or find out about leaders in school such as teachers, school council representatives, sports captains, etc.	• Can children describe some of the responsibilities of leaders they know of? • Can children find out about leaders in their school? • Can children describe a time when they were a leader?	• Slides • Worksheets 1A/1B/1C • School Leaders Sheet (FSD? activity only) • Digital cameras (FSD? activity only)
Lesson 2	To understand the challenges of being a leader, and why leaders are important.	Children will learn about the responsibilities of leaders, and share their ideas about what makes a good leader. They may then either explore these ideas in-depth through role play, or speak with a religious leader you arrange to visit your school.	• Can children describe some of the responsibilities of leaders? • Can children identify which responsibilities they might enjoy and which might be difficult? • Can children explain what makes a good leader?	• Slides • Worksheets 2A/2B/2C • Religious Leader Question Sheet (FSD? activity only)
Lesson 3	To find out about religious leaders and their special books.	Children will learn about an important leader in Sikh religion (Guru Gobind Singh Ji) by reading a story about him from a religious text. They will then either discuss and explain what they have learned, or find out more about other religious leaders.	• Slides • Worksheets 3A/3B/3C • Gobind Singh Storyboard • Religious Leaders Sheet (FSD? activity only) • Holy Names Sheet (FSD? activity only) • Information/story books about significant historical religious figures (FSD? activity only)	• Can children identify some leadership qualities of an historical religious figure? • Can children explain the life and teachings of an historical religious figure in their own words? • Can children describe some things that are written about, and by, leaders in special books?
Lesson 4	To understand the importance of global religious leaders.	Children will learn a little about important global religious leaders such as the Dalai Lama and the Pope, then either make plans as if they were expecting one of these leaders to visit, or create works of art depicting religious leaders.	• Do children know the names and religions of some global religious leaders? • Can children find out about the role of a significant religious leader? • Can children explain or show what they have learned about a significant religious leader?	• Slides • Worksheets 4A/4B/4C • Challenge Cards • Religious Leader Portrait Card (FSD? activity only) • Your choice of art materials (FSD? activity only)
Lesson 5	To learn the names, clothing, places of worship, holy books and duties of local religious leaders.	Children will identify distinct features of leaders of worship in Christianity, Islam and Judaism. They may then work in groups to discuss and explain what they have learned, adding prior knowledge of local religious leaders.	• Can children describe a religious leader in their local area? • Can children name the clothes, books and places of worship of religious leaders? • Can children explain what they have learned from religious leaders?	• Slides • Worksheets 5A/5B • Information books: Christianity/Judaism/Islam • Religious Leader Interview Card (FSD? activity only) • Jewish Rabbi Cards • Religious Leaders Word Cards

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Christmas Celebrations : RE : Year 2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To think about what we celebrate and how we celebrate.	Children will think about what a celebration is and identify some of the major religious festivals of world religions. They will think about the features of some common celebrations, including birthdays and weddings, and describe some of the different ways in which people celebrate religious and non-religious occasions.	• Can children name and identify a variety of types of celebrations? • Do children know that mosts religions celebrate things that are important to them? • Can children describe some of the features of different celebrations?	• Slides • Worksheet 1A/1B/1C/1D
Lesson 2	To be able to recount the Christmas story.	Children will read the story of the nativity together. They will learn about the key events and characters in the story and think about why the birth of Jesus is so important to Christians. They will retell the story in a variety of ways.	• Do children know that Christmas is a Christian festival? • Can children retell the main parts of the nativity story? • Do children understand why Christmas is an important festival for Christians?	• Slides • Worksheet 2A/2B/2C • Puppet Characters (FSD? activity only) • Lolly sticks, straws or similar (FSD? activity only)
Lesson 3	To explore how Christians celebrate Christmas.	Children will recap the story of the nativity and identify exactly what Christians are celebrating at Christmas. They will go on to explore some of the different ways Christians celebrate, including going to church services, singing carols, putting up Christmas trees and giving presents. They will compare ways in which Christians and non-Christians celebrate Christmas.	• Can children remember the main parts of the nativity story? • Do children know some of the ways in which Christians celebrate Christmas? • Can children identify similarities and differences in the ways Christians and non-Christians celebrate Christmas?	• Slides • Worksheet 3A/3B/3C • Small squares of paper (FSD? activity only)
Lesson 4	To investigate how Christmas is celebrated by Christians around the world.	Children will find out how Christians celebrate Christmas in various different countries around the world. They will think about those traditions that are based on religious beliefs and those that are more cultural. They will learn that even though Christmas is different in various places around the world, the message of Christmas remains the same for Christians globally.	• Do children know that Christmas is celebrated in lots of different countries all over the world? • Can children identify and describe some of the different ways in which Christmas is celebrated by Christians around the world? • Can children identify that many of the traditions of Christmas are based on culture rather than religion?	• Slides • Worksheet 4A/4B/4C • Information Sheets A and B • Books, internet, etc. (FSD? activity only)
Lesson 5	To recap and summarise what we have learnt about Christmas.	Children will consolidate their understanding of how and why Christians celebrate Christmas. They will use the questions who? what? when? where? and how? to describe what Christmas is and how it is celebrated. They can express their understanding of Christmas and its origins and celebrations in a variety of ways.	• Do children understand that Christmas is a Christian festival that is also celebrated by other people? • Can children describe the main features of a Christian Christmas? • Can children demonstrate their understanding of Christmas in a variety of ways?	• Slides • Worksheet 5A/5B/5C • Challenge Sheets (FSD? activity only)

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Who was Buddha? : RE : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To understand how Siddhartha Gautama came to be known as 'the Buddha'.	Children will begin to learn about some core principles of Buddhism, and about the man who many Buddhist statues represent: Siddhartha Gautama. Children may then either retell his story in their own words, or discuss how some of its issues relate to them.	• Do children know that Buddhism is a major world religion that originated in North India? • Can children retell the story of Siddhartha Gautama? • Can children identify what was of concern in the story and reflect on why?	• Slides • Worksheets 1A/1B/1C • When I Am Worried (FSD? activity only)
Lesson 2	To recognise Buddhist symbols which explain why Buddha was special.	Children will study statues of Buddha and find out about the meaning of Buddhist symbols. They may then undertake activities to show what they have learned and understood about these symbols.	• Can children recognise some Buddhist symbols and explain their meaning? • Do children understand these symbols are important? • Can children explain why Buddha was special?	• Slides • Worksheets 2A/2B/2C • Buddhist Symbols Pairs (FSD? activity only) • Buddhist Symbols Descriptions (FSD? activity only)
Lesson 3	To explain the meaning of a Buddhist parable.	Children will read the parable of the Monkey King, then discuss its meanings. Following this, they may either answer questions about the parable, or retell it in their own words.	• Can children retell the story in their own words? • Can they explain the significance of key moments in the story? • Can children explain what the significance of the story is for Buddhists?	• Slides • Worksheets 3A/3B/3C • Monkey King Cards • Task Cards (FSD? activity only)
Lesson 4	To explain what Buddha taught Buddhists about how to live their lives.	Children will take a look at one particular Buddhist symbol: the wheel of life. They will find out what it represents, then produce texts or images to show what they have learned and understood.	• Can children explain what the symbol of the wheel of life represents? • Are children able to think of actions and behaviours that are in accordance with the eight rules for life? • Do children understand some of the key concepts and vocabulary relating to Buddhism that have been taught so far?	• Slides • Worksheets 4A/4B/4C • Buddhism Plenary Questions • School Wheel Of Life (FSD? activity only)
Lesson 5	To recognise where and how Buddhists worship.	Children will study images of Buddhist temples and learn about the worship rituals that occur in them. Following this, they may either describe the role of a variety of artefacts in Buddhist rituals, or listen to stories and try out meditation techniques.	• Can children identify some distinctive features of Buddhist places of worship? • Do children know why Buddhists meditate?	• Slides • Worksheets 5A/5B/5C • Buddhist Artefacts • Jataka Story • Buddhist Shrines
Lesson 6	To understand how and why the life of the Buddha is celebrated during Vesak.	Children will learn about the Vesak festival, then undertake a variety of activities where they can recreate or experience aspects of the festival. Following this, children may do an end of unit quiz.	• Do children know the reasons why Vesak is celebrated? • Can children explain some of the ways in which Vesak is celebrated? • Can children identify similarities and differences of Vesak and other religious festivals?	• Slides • Worksheets 6A/6B/6C • Origami Lotus Flower video • Vegetarian Wraps (FSD? activity only) • Plain wraps/tortillas, lettuce, tomato, cucumber, hummus, grated carrot etc. (FSD? activity only)

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Why is the Torah special? : RE : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To find out about what Judaism is and what Jews believe.	Children will identify Judaism as one of the major world religions. They will find out how Judaism started by reading the story of Abraham. They will go on to explore some of the key beliefs, traditions and features of Judaism.	• Do children know that Judaism is a religion? • Do children know that Abraham is known as the founder of Judaism? • Can children understand and re-tell the story of Abraham in a variety of ways?	• Slides • Worksheet 1A/1B/1C/1D/1E • Information Cards • Judaism Wordsearch
Lesson 2	To find out how the Torah began on Mount Sinai.	Children will identify the Ten Commandments as laws given to Moses on Mount Sinai by God. They will explore what these laws are and what they mean before relating them to rules they have to obey in their own lives. They will identify the Ten Commandments as the beginnings of the Torah.	• Do children know that Jews believe Moses was given the Torah by God on Mount Sinai? • Do children know what the Ten Commandments are? • Can children describe rules they have to obey at home or at school?	• Slides • Worksheet 2A/2B/2C • Ten Commandments Cards • Game Cards (FSD? activity only)
Lesson 3	To find out how the Torah is used by Jews today.	Children will find out about the Torah and its significance for Jews today. They will find out how Jews use the Torah to worship and learn about God, as well as some of the practices surrounding us of the Torah (such as using a 'yad' so that the scroll is not touched).	• Do children know what the Torah is? • Can children explain why the Torah is important to Jews? • Can children describe some	• Slides • Worksheet 3A/3B • Question Cards • Information Sheet • Help Sheet (FSD? activity only) • Cardboard tubes, dowelling, paper, etc. (FSD? activity only)
Lesson 4	To explore some of the stories in the Torah and what they teach about God.	Children will find out about some of the different types of writing in the Torah and some of its well-known stories. They will read the story of David and Goliath and consider what Jews can learn about God from the story.	• Do children know that the Torah contains different types of writing, including stories? • Do children know that the story of David and Goliath is an example of a story from the Torah? • Can children suggest what the story of David and Goliath teaches Jews about God?	• Slides • Worksheet 4A/4B/4C • Story Cards • Word Cards (FSD? activity only) • Art materials e.g. paints (FSD? activity only)
Lesson 5	To find out about some of the laws in the Torah.	Children will find out about some of the rules set out in the Torah, particularly in relation to food and eating. Children will learn about kosher and non-kosher foods and identify some foods that fit into both categories.	• Do children know that the Torah provides rules for Jews to live by? • Do children know that some laws in the Torah tell Jews what they should and shouldn't eat? • Can children identify some foods that are kosher and non-kosher?	• Slides • Worksheet 5A/5B/5C • Information Sheet • Picture Cards (FSD? activity only) • Role play area (FSD? activity only)
Lesson 6	To find out what the Torah teaches Jews about helping others.	Children will find out about some of the ways in which the Torah teaches them to be kind and generous to others. They will find out how and why Jews give money to charity and some of the other ways they help out people in their communities. Children are challenged to relate this to their own experiences of helping others.	• Do children know that the Torah teaches Jews how they should treat other people? • Can children describe some of the ways in which Jews help others? • Can children relate this to their own experiences of helping others?	• Slides • Worksheet 6A/6B • Scenario Cards • End of Unit Quiz • Pushke Templates (FSD? activity only) • Boxes/cartons (FSD? activity only) • Art materials (FSD? activity only)

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Christian Rites of Passage : RE : Year 2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To understand what a rite of passage is.	Children will consider which events in their life have been most important or significant to them so far and discuss why these events were so important. They will find out what a rite of passage is and think about some major life rites of passage.	• Can children explain what a rite of passage is? • Can children distinguish between major events and insignificant events? • Can children explain how major events in life can change you?	• Slides • Worksheet1A/1B/1C • Leaf Template (for FSD? activity only) • Paint (for FSD? activity only) • Sticky-tape (for FSD? activity only) • A3 white paper (for FSD? activity only)
Lesson 2	To understand what happens at a Baptism ceremony.	Children will identify the five main rites of passage of Christianity. They will then go on to look at baptism, reading the story of the baptism of Jesus before going on to look at how and why Christians get baptised today. They will also find out about some of the symbols and objects associated with baptism.	• Can children explain what a baptism is? • Can children explain what happens at a baptism ceremony? • Can children recognise symbols and objects significant to a baptism ceremony?	• Slides • Worksheet 2A/2B/2C • Information Sheet • Story Book (for FSD? activity only) • Split pins (for FSD? activity only) • Fan Book Template (for FSD? activity only)
Lesson 3	To learn about Holy Communion.	Children will find out about the rite of communion and why it is so important to Christians. They will read the story of the Last Supper and find out how Christians commemorate this today. They will also look at why a Catholic child's first Holy Communion is such a special occasion.	• Can children explain what Holy Communion is? • Can children describe what happens at a Holy Communion ceremony? • Can children explain what the bread and wine symbolises and why they are important?	• Slides • Worksheet 3A/3B/3C • A4 coloured paper • Christian Images (for FSD? activity only) • Banner Template A and B (for FSD? activity only) • Craft materials
Lesson 4	To explore a Christian marriage ceremony.	Children will think about what a marriage is before looking at what happens at a traditional Christian marriage ceremony. They will think about who is involved, what is done and what objects are used. They will also find out about wedding receptions and how this important rite of passage is celebrated.	• Can children explain what a wedding ceremony is and why it is a rite of passage? • Can children explain what happens at a Christian wedding? • Can children explain who is involved in a Christian wedding and why they are important?	• Slides • Worksheet 4A/4B/4C • Question Sheet (for FSD? activity only) • Answer Sheet (for FSD? activity only)
Lesson 5	To explore the death and funeral ceremony of a Christian person.	Children will find out about Christian beliefs in life after death. They will explore what happens at a Christian funeral and have the chance to discuss their own ideas about what happens when a person passes away.	• Can children explain why death is a rite of passage? • Can children explain what happens at a Christian funeral? • Can children explain what they think happens when you die?	• Slides • Worksheet 5A/5B/5C • Dice Talker Template (for FSD? activity only) • Dice Talker Instructions (for FSD? Activity only)

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What do Sikhs believe? : RE : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To find out about Sikhs and how Sikhism began.	Children will be introduced to Sikhism and recognise that it is one of the major world religions. They will discover how Sikhism started thanks to teachings of Guru Nanak. They will then find out about some basic Sikh beliefs, including the '5 Ks'.	• Do children know that Sikhism is one of the main world religions? • Can children retell the story of Guru Nanak? • Do children know about some of the basic Sikh beliefs?	• Slides • Worksheet 1A/1B/1C • Fact Sheet A/B/C • Story Slides (FSD? activity only)
Lesson 2	To find out what being equal means to a Sikh.	Children will start to understand equality as one of the core beliefs of Sikhism. They will investigate how this affects the way Sikhs behave and how it affects their rights and responsibilities.	• Do children know that religions have core beliefs? • Can children explain what it means to be equal? • Do children understand the link between rights and responsibilities?	• Slides • Worksheet 2A/2B/2C
Lesson 3	To find out why Sikhs meditate.	Children will identify focusing on God as one of Sikhism's core beliefs. They will find out why Sikhs meditate and what they hope to achieve from doing this. They will consider why it is important to give their minds quiet time to think and reflect, as well as thinking about why it is important to train our brains so that they can concentrate more effectively.	• Do children know that religions have core beliefs? • Can children explain what meditation is? • Do children understand why it is important to give their brain quiet time for thinking?	• Slides • Worksheet 3A/3B/3C • Meditation Cards (FSD? activity only)
Lesson 4	To find out why Sikhs believe people should work hard and live honestly.	Children will recap the core beliefs of equality and meditation before looking at the Sikh belief in hard work. They will find out about the jobs of some key workers in the community and consider what would happen if they decided not to work hard. They will also consider the concept of honesty and why it is important.	• Do children know some of the Sikh core beliefs? • Can children explain why it is important to work hard? • Can children explain why it is important to live honestly?	• Slides • Worksheet 4A • Scenario Cards A/B • Pledges Sheet (FSD? activity only)
Lesson 5	To find out why Sikhs believe people should share.	Children will learn about Sikh beliefs on sharing. They will find out about Sikh community kitchens and how they are organised. They will then either think about a time they shared something with someone or they can hold their own community kitchen. During the plenary they will consider why working together is so important.	• Do children know the Sikh core beliefs? • Can children explain why it is important to share? • Can children explain why Sikhs have a community kitchen?	• Slides • Worksheet 5A/5B/5C • Scenario Cards A/B

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Signs and Symbols : RE : Year 3

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To explore the meaning of signs and symbols.	Children will look at a variety of everyday symbols and identify their meaning. They will understand that symbols can carry important meanings. They will look at some of the symbols used in the story of Noah's Ark to start identifying how symbols are used in religious stories.	• Can children identify the meanings of everyday signs and symbols? • Can children identify objects of symbolic importance to them? • Do children know that symbols in religion are often open to interpretation?	• Slides • Worksheet 1A • Domino Cards 1A/1B • Paper and clipboards (FSD? activity only)
Lesson 2	To find out how symbolic food can be used to remember important events.	Children will be given a brief overview of what the Passover festival is and what it commemorates before looking at the Seder plate used during this festival. They will identify the meaning behind each of the objects on the Seder plate and relate this to the idea of certain foods being symbolic in their own lives.	• Can children explain why the Passover meal is significant for Jews? • Can children explain how food can remind them of special events? • Can children make connections between their personal experience and the experience of people in a religious context?	• Slides • Worksheet 2A/2B/2C • Information Sheet • Food cards (FSD? activity only)
Lesson 3	To be able to explore and interpret religious metaphors.	Children will look at some familiar metaphors before exploring some Christian metaphors and the reasons behind why they are used. Your class will consider the meaning behind phrases such as 'God is my rock' and think about how these metaphors can help Christians in their faith and understanding.	• Do the children understand the difference between literal and non-literal meanings of metaphors? • Can children use metaphors to convey a meaning? • Can children explain how religions use metaphors to convey beliefs and ideas?	• Slides • Poster Sheets/ A4 paper • Worksheet 3A • Metaphor Cards (FSD? activity only)
Lesson 4	To learn that religious beliefs and ideas about God can be experienced in different forms, including symbolism.	Children will identify that different religions have different views on what God is like. They will explore some of the different beliefs surrounding God and how God or gods are represented, before considering their own views on what they think God is like.	• Do children know that God is ascribed different characteristics in different religions? • Can children identify the reasons for some symbolic actions? • Can children explain their own views on what they think God is like?	• Slides • Worksheet 4A • Art materials (FSD? activity only)
Lesson 5	To learn about some common symbols within a place of worship.	Children will think about how symbols can be used to express tricky concepts, such as the trinity. They will then look at a variety of other Christian symbols and identify what they represent. Your class will also think about how symbols can be used in ways other than through pictures and images.	• Can children identify signs and symbols in a place of worship? • Can children explain what signs and symbols in a place of worship represent? • Do children know that signs and symbols are not just limited to objects?	• Slides • Worksheet 5A/5B/5C • End of Unit Quiz

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Diwali : RE : Year 3

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To learn about the events and meanings in the story of Rama and Sita.	Children will identify some key information about the festival of Diwali. They will then read the story of Rama and Sita, identifying the key characters and events of the story. They will consider why this story is still relevant to Hindus today.	• Can children identify the key events in the story of Rama and Sita? • Can children identify the meanings behind the story? • Do children understand why this story is still relevant to Hindus today?	• Slides • Worksheet 1A/1B/1C • Character Cards (FSD? activity only)
Lesson 2	To learn about the diya and why it is important in the Diwali story.	Children will find out about diyas and why they are lit during the Diwali celebrations. They will make connections between celebrations that involve light in other world religions as well as thinking about why light is so often used as a symbol.	• Do children know why a diya is lit during the festival of Diwali? • Can children explain the symbolic meaning of light? • Can children identify other religions and festivals that use light as a symbol?	• Slides • Worksheet 2A/2B • Diya or candle • Picture Cards (FSD? activity only) • Clay and candles (FSD? activity only) • Paint and varnish if desired (FSD? activity only)
Lesson 3	To learn about some of the preparations for Diwali.	Children will identify why and when people send greetings cards. They will then have a look at some different examples of Diwali cards, thinking about why they are sent during this festival. They can then design and create their own Diwali cards.	• Can children explain why cards are sent at Diwali? • Can children explain why certain images and colours are used in Diwali cards? • Can children design their own Diwali card using suitable pictures and colours?	• Slides • Instruction Sheet A/B/C • A4 card, decorative paper, thin strips of paper, glue, thin-tip marker pens, glitter, sequins, scissors • Access to computers (FSD? activity only)
Lesson 4	To learn about the purpose of creating rangoli patterns.	Children will identify what rangoli patterns are. They will find out how and why they are created during Diwali and other Hindu celebrations. They will look at the colours, features and patterns used in rangoli art before creating some rangoli patterns of their own.	• Do children know what rangoli is? • Do children know why rangoli designs are used in homes at Diwali? • Can children create their own rangoli patterns and designs?	• Slides • Rangoli Patterns • Picture Cards • Worksheet 4A • Natural materials: coloured sand, coloured salt, feathers, parts of plants • Large sheets of paper, coloured sand, funnels and glue (FSD? activity only)
Lesson 5	To find out about Lakshmi and how Hindus celebrate Diwali at home.	Children will identify Lakshmi as the goddess who is worshipped during Diwali and be able to explain why. They will find out how a typical Hindu family might celebrate Diwali at home and consider how Diwali is similar to or different from other religious celebrations.	• Do children know some Hindu beliefs about how God is represented? • Do children know some of the ways in which Diwali is celebrated at home? • Do children understand that religious beliefs can be expressed in a variety of ways?	• Slides • Fact File • Worksheet 5A/5B/5C • Information sources (books, internet etc) • Art materials as appropriate (FSD? activity only) • End of Unit Quiz

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What do we know about Jesus? : RE : Year 3

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To learn that representations of Jesus vary and to explore some of the reasons for this.	Children will understand that Jesus is a historical as well as a religious figure. They will consider reasons why no one knows exactly what he looked like and think about why different groups of people represent Jesus in different ways.	• Do children know that Jesus is a historical figure? • Do children know that there is no authentic visual image of Jesus? • Do children know that expressions of Jesus' appearance reflect a variety of contextual characteristics?	• Slides • Worksheet 1A/1B • Picture Cards • Question Cards (FSD? activity only) • Large sheets of paper (FSD? activity only)
Lesson 2	To learn that pictures of Jesus tell us about people's personal beliefs about him.	Children will study some different representations of Jesus in art and consider what each representation says about the artist's perception of Jesus. They will start to think about personal perceptions of Jesus for Christians and consider their own ideas about what they think Jesus was like.	• Do children know that pictures of Jesus tell us about people's personal beliefs about him? • Can children explain the importance of a personal image of Jesus for many believers? • Can children reflect on their own ideas of how Jesus may have looked?	• Slides • Worksheet 2A/2B/2C • Books, access to internet (Turin Shroud) • Paper and painting equipment (FSD? activity only)
Lesson 3	To find out what Jesus was like as a person from the Gospels.	Children will identify what the Gospels are. They will read some extracts from the Gospels to help them find out what Jesus was like as a person according to these accounts.	• Do children know what the Gospels are? • Can children identify what Jesus was like from a given Bible passage? • Can children summarise what Jesus was like?	• Slides • Worksheet 3A/3B • Story Sheet • Vocabulary Cards • Bible Passages sheet (FSD? activity only) • Bibles (FSD? activity only) • Sticky notes (FSD? activity only)
Lesson 4	To explore other people's view of Jesus from the Bible.	Children will find out why not everyone liked or trusted him during his lifetime. They will understand that Jesus lived during Roman times and that his teachings went against many Roman laws. They will start to understand why different groups of people saw Jesus in different ways.	• Do children know that not everyone in Jesus' time saw him in the same way? • Can children give people's views on Jesus from the Bible? • Do children understand why different groups of people saw Jesus in different ways?	• Slides • Worksheet 4A/4B/4C/4D • Bibles
Lesson 5	To explore the symbolic language used to describe Jesus in the Bible.	Children will consider metaphors Jesus used to help his followers understand him, such as 'the Good Shepherd' and 'the Light of the World'. They will understand the meaning behind each of these metaphors and consider what Jesus was saying about himself.	• Can children name some of the ways Jesus described himself in his teachings? • Can children explain Christian understandings of the metaphors describing Jesus? • Can children evaluate what they understand about how Jesus described himself?	• Slides • Worksheet 5A/5B/5C • Bibles • Metaphor Cards (FSD? activity only) • Paper and art materials (FSD? activity only)
Lesson 6	To consolidate knowledge of Jesus and reflect on your own response to what we have found out about him.	Children will consolidate what they have learnt about Jesus. They are encouraged to express their own views on what Jesus was like and evaluate the evidence they have looked at.	• Can children recall main points to answer the question 'What do we know about Jesus?'? • Can children evaluate the evidence they have studied? • Can children describe their own view of what they think Jesus was like?	• Slides • Access to computers • Activity Cards (FSD? activity only) • Bibles, paper, card, art materials etc (FSD? activity only)

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Jewish Celebrations : RE : Year 3

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To recap facts about Judaism and Jewish beliefs.	Children will consider what they already know about Judaism. They will be given an overview of the Judaic faith, identifying what Jews believe, where Jews worship, what the Torah is and who rabbis are. They will identify Judaism as one of the major global religions.	• Do children know that Judaism is one of the world's oldest religions? • Do children know that Jews believe in one God? • Can children describe some of the main features of Judaism?	• Slides • Worksheet 1A/1B • Sentence Cards • Domino Cards • Information Sheet • True or False Cards (FSD? activity only) • Dice (FSD? activity only)
Lesson 2	To find out about the Jewish festival of Passover.	Children will read the story of Moses and the exodus from Egypt. They will understand what Passover represents and identify how it is celebrated by Jews today. They will look at the Seder plate and understand the symbolism of each of the objects of the plate in relation to the story.	• Do children know the story behind the Passover celebrations? • Can children describe some of the ways in which Passover is celebrated today? • Can children identify symbols associated with Passover?	• Slides • Seder Plate Cards • Worksheet 2A • Paper plates • Ten Plague Cards (FSD? activity only) • Character Cards (FSD? activity only) • Blank Cards - optional (FSD? activity only) • Lolly sticks or art straws (FSD? activity only)
Lesson 3	To find out about the Jewish festival of Sukkot.	Children will recap the story of the exodus from Egypt before finding out what happened to the Israelites in the desert. They will understand what the festival of Sukkot commemorates and how it is celebrated by Jews today.	• Do children know that the Israelites wandered the desert for forty years before reaching the Promised Land? • Do children know why Jews celebrate Sukkot? • Can children describe some of the main features of Sukkot celebrations?	• Slides • Worksheet 3A/3B/3C • Picture Cards • Materials for creating a sukkah (FSD? activity only)
Lesson 4	To find out about the festival of Purim.	Children will identify the main characters and events in the story of Esther. They will understand what is being celebrated at Purim and why it is such a lively and joyous festival. They will describe the main features of Purim and understand how it is celebrated by Jews today.	• Can children retell the main points from the story of Esther? • Do children know why Purim is a joyous and important festival for Jews? • Can children describe some of the ways in which Purim is celebrated?	• Slides • Story Cards A/B • Story Sheet • Mask Templates (FSD? activity only) • Additional art materials (FSD? activity only)
Lesson 5	To find out about the festival of Hanukkah.	Children will start by thinking about what they would do if someone tried to force them to do something they knew was wrong. They will go on to read the story of the Maccabees and the Miracle of Oil. They will understand how and why Jews celebrate Hanukkah today, considering the importance of the symbol of light.	• Do children know that Hanukkah is known as the Festival of Lights? • Can children retell the main points in the story of the Maccabees? • Can children describe some of the main features of the celebrations of Hanukkah?	• Slides • Worksheet 5A/5B/5C • Dreidel Template (FSD? activity only) • Game Card (FSD? activity only) • Game Pieces (FSD? activity only)
Lesson 6	To find out about the festival of Rosh Hashanah.	Children will identify Rosh Hashanah as the Jewish New Year. They will understand that it marks the anniversary of the creation of Adam and Eve, and identify some of the ways in which it is celebrated today. Children will have the chance to consider things they have done wrong in the past year, as Jews do during Rosh Hashanah, and think about who they would want to ask for forgiveness.	• Do children know that Rosh Hashanah is the Jewish New Year festival? • Can children describe some of the ways in which Rosh Hashanah is celebrated? • Do children understand what the Days of Awe are and relate this to things they have done wrong themselves?	• Slides • Worksheet 6A/6B/6C/6D • Foods for Rosh Hashanah celebration (FSD? activity only) • End of Unit Quiz

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What is the Bible and why is it important to Christians? : RE : Year 3

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To identify and describe ways in which the Bible is important for Christians.	Children will consider their favourite books and think about why books are important. They will understand that the Bible is an important book for Christians. This is demonstrated through the story of Mary Jones which the children will read, retell and analyse.	• Do children know that the Bible is the holy book of Christianity? • Can children identify ways in which the Bible is important for Christians? • Can children reflect on their own feelings about their use of time and money?	• Slides • Worksheet 1A/1B/1C
Lesson 2	To find out how Christians use the Bible at home and at church.	Children will find out how Christians use the Bible both at home and at church as the basis for worship. They will focus particularly on how Christians use Bible verses as the basis for hymns and worship songs. Children will look at some examples of popular worship songs and identify where in the Bible the words originated from.	• Do children know that the Bible is used by Christians at home and at church? • Do children know that the Bible forms the main reference for guidance, teaching and worship? • Can children reflect on what is of value in their own lives?	• Slides • Worksheet 2A/2B/2C • Scripture Quotes sheet (FSD? activity only) • Musical instruments (FSD? activity only)
Lesson 3	To find out about the different kinds of writing in the Bible and why each is important.	Children will understand that the Bible is comprised of different genres of writing by many different authors. They will look at some of the different genres, such as laws, poems and stories, and identify why they are important. They will consider what kind of information is able to be portrayed in each genre.	• Do children know that the Bible is made up of lots of different genres of writing? • Do children understand how the different genres of writing in the Bible are used for different purposes? • Do children understand that religious ideas, beliefs and feelings are expressed through the Bible?	• Slides • Worksheet 3A/3B/3C • Bible Verses sheet (FSD? activity only) • Bibles or access to internet (FSD? activity only)
Lesson 4	To learn about what makes a book special to different people.	Children will consider what makes pieces of writing special to different people. They will recall some of the different genres of writing in the Bible before considering some different stories, poems, songs or rules that are important to them. They will relate this to special pieces of writing in the Bible.	• Can children give examples of books and other pieces of writing that are special to them? • Do children recognise that certain sections of the Bible are special for different Christians? • Can children choose and present a piece of writing that has special meaning to them?	• Slides • Special Writing sheets • Bible Passages sheets • A4 paper
Lesson 5	To find out how different genres of writing in the Bible show different aspects of God.	Children will understand that the Bible is like a library with different books. They will find out about the books of both the Old and New Testaments. They will look at extracts from three different books in the Bible and consider what Christians can learn about God through them. They can also portray their own ideas about God in a variety of ways.	• Do children know that the Bible is made up of lots of different books? • Can children explain how different genres of writing portray different aspects of God? • Can children portray their own ideas about God in a variety of ways?	• Slides • Worksheet 5A • Bible Genres sheet • Art materials (paints, coloured pencils or any other appropriate media) • Large sheets of paper (FSD? activity only)
Lesson 6	To investigate the Old and New Testaments of the Bible.	Children will recap that the Bible is split into the Old Testament and the New Testament. They will then look at the different books of the Bible in order and start to identify the location of different books within the Bible. Children can then consolidate what they have learnt about the Bible and why it is important for Christians.	• Do children know that the Bible is separated into the Old Testament and the New Testament? • Do children know that the birth of Jesus marks the two sections? • Can children evaluate the importance of the Bible for Christians?	• Slides • Worksheet 6A/6B/6C • Books of the Bible sheet • Bibles • Access to computers (FSD? activity only)

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Islamic Rites of Passage : RE : Year 3/4

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To understand what Islam is and what the five pillars are.	Children will identify what Islam is. They will explore the Five Pillars of Islam to gain a deeper understanding of the Islamic faith, identifying the effect each pillar has on a Muslim's life.	• Do children understand what Islam is? • Can children explain what the Five Pillars of Islam are? • Can children explain what communities and families celebrate and why this is important?	• Slides • Worksheet 1A/1B/1C • Five Pillars Fact Sheet • Five Pillars Poster (x5) (for FSD? only)
Lesson 2	To explore Muslim birth ceremonies and naming days.	Children will consider the importance of naming a child before exploring what happens in the Muslim community when a baby is born. They will find out about some of the ceremonies and celebrations that occur before going on to look at the meaning behind some different Islamic names.	• Can children explain what happens in an Islamic birth/ naming ceremony? • Can children predict or explain what names represent? • Can children explain why a naming ceremony is important and how different religious ceremonies compare and differ?	• Slides • Worksheet 2A/2B/2C • Timeline Template (for FSD? activity only)
Lesson 3	To find out about the Islamic marriage ceremony.	Children will identify what a marriage is and find out about some of the key features of Islamic weddings. They will explore some of the traditions surrounding the engagement and wedding preparations, as well as the actual marriage ceremony itself.	• Can children explain the steps in a Muslim marriage? • Can children understand some of the religious requirements for Muslims when they marry a person? • Can children explain why it is important to have a ceremony when people get married?	• Slides • Worksheet 3A/3B/3C • Islamic Wedding Picture Cards • Five Senses Worksheet • Mendhi Pattern Poster (for FSD? only) • Arm and Hand Template (for FSD? only)
Lesson 4	To find out about Muslim funeral ceremonies.	Children will understand what happens at a Muslim funeral ceremony and discover how Muslims prepare bodies for burial. They will consider ways in which members of the community support one another after the loss of a loved one and consider Islamic beliefs on death.	• Can children explain what happens at a Muslim funeral ceremony? • Can children use their knowledge of what happens at a Muslim funeral to complete written tasks? • Can children express ways to comfort a Muslim person who is mourning a death?	• Slides • Worksheet 4A/4B/4C • Quotes for Sympathy Cards (for FSD? activity only)
Lesson 5	To understand the importance of the Hajj for a Muslim person.	Children will identify what a pilgrimage is. They will then find out about the Hajj and why it is an important rite of passage for Muslims. They will discover what happens during this pilgrimage and some of the specific tasks and ceremonies that are undertaken. They will consider the impact the Hajj has on Muslims.	• Can children explain what the Hajj is and why it is important? • Can children detail what they would take with them on a journey and why? • Can children explain how a pilgrimage is a rite of passage and how people feel after making a journey?	• Slides • Worksheet 5A/5B/5C • Hajj Images (for FSD? activity only)

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Sikh Rites of Passage : RE : Year 3/4

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To find out who Sikhs are and what they believe.	Children will understand that Sikhism is one of the major world religions. They will find out how Sikhism began and why, before looking at some of the core beliefs and practices of Sikhism.	• Do children know who Guru Nanak was and how Sikhism began? • Can children describe some of the fundamental beliefs of Sikhism? • Can children ask and answer questions about the basic beliefs and practices of Sikhism?	• Slides • Worksheet 1A/1B/1C • Information Sheet • Domino Cards (FSD? activity only)
Lesson 2	To find out about the naming ceremonies of Sikh children.	Children will identify what happens during the 'Naam Karan' ceremony. They will find out how names for boys and girls are generated by reading from the Guru Granth Sahib, and find out that names can be given to both boys or girls. They will consider ways in which Sikh naming ceremonies are similar or different to other naming or birth ceremonies in different religions.	• Can children describe what a 'Naam Karan' ceremony is? • Can children explain how Sikh babies are given their names? • Can children identify similarities and differences between Sikh naming ceremonies and those of other religions?	• Slides • Worksheet 2A/2B/2C • Sikh Names sheet (FSD? activity only) • Name Plate Templates (FSD? activity only)
Lesson 3	To find out about the Sikh baptismal ceremony of Amrit.	Children will learn what the Amrit ceremony is and what happens during this ceremony. They will consider the importance of this ceremony to Sikhs and find out how and when the practice began. They will understand what the 5 Ks are and their importance to Sikhs in their daily lives.	• Can children explain what the Amrit ceremony is and why it is important to Sikhs? • Can children explain how the Amrit ceremony began? • Do children know what the 5 Ks are and what they symbolise?	• Slides • Worksheet 3A/3B/3C • Amrit Story Sheet (FSD? activity only)
Lesson 4	To find out about Sikh marriage ceremonies.	Children will find out about the importance of marriage in the Sikh religion before looking at the features of a Sikh wedding ceremony. They will consider how Sikh weddings are similar to or different from weddings in other faith groups or communities.	• Do children know some of the features of a Sikh wedding? • Can children identify similarities and differences between Sikh weddings and weddings of other cultures? • Can children express their knowledge of Sikh weddings in a variety of ways?	• Slides • Worksheet 4A • Fact Sheet • Books/access to internet, CD ROMs, etc.
Lesson 5	To find out about Sikh funerals and beliefs on life after death.	Children will identify some of the features of Sikh funerals and identify Sikh beliefs in life after death and reincarnation. They will consider their own beliefs on life after death and compare this with the Sikh belief in reincarnation.	• Do children know some of the features of a Sikh funeral ceremony? • Can children explain some of the Sikh beliefs on life after death? • Can children give their own opinions on what they think happens after death?	• Slides • Worksheet 5A/5B • Acrostic Poem sheet (FSD? activity only) • End of Unit Quiz

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Christmas Journeys : RE : Year 4

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To learn about the importance of Bethlehem to Christians and to find out what a pilgrimage is.	Children will find out where Bethlehem is and start to understand why it is a significant location in Christianity. They will learn what a pilgrimage is and think about why people go on pilgrimages to Bethlehem. They will also identify some pilgrimages sites for other major religions and explore what Israel is like today.	• Can children explain why Bethlehem is an important religious site? • Can children explain what a pilgrimage is? • Can children compare what Bethlehem was like when Jesus was born to what it is like today?	• Slides • Lyrics sheet • Worksheet 1A/1B/1C • Picture Cards • Information Sheet (FSD? activity only) • Books, access to internet - optional (FSD? activity only)
Lesson 2	To find out about Mary and Joseph's journey to Bethlehem.	Children will discover why Mary and Joseph had to travel to Bethlehem from Nazareth and look at how far the journey would have been. The emphasis is on how Mary and Joseph would have felt at this time and encourages your class to think about what the journey would have been like.	• Do children know why Mary and Joseph travelled to Bethlehem? • Can children identify how Mary and Joseph might have been feeling? • Can children make connections with their own experiences?	• Slides • Worksheet 2A/2B/2C
Lesson 3	To find out about some of the key features of the nativity story.	Children will read and re-tell the section of the nativity story that tells of the angels' visit to the shepherds. Children will consider what the shepherds might have been feeling and describe why they are an important part of the nativity story.	• Can children re-tell the story of the shepherds in the nativity story? • Can children explain why the shepherds are an important symbol in the nativity story? • Can children empathise with the characters in the story?	• Slides • Worksheet 3A/3B/3C • Video cameras (FSD? activity only)
Lesson 4	To find out how religious ideas can be expressed through music and art.	Children will study the role of the three wise men in the nativity story and look at how they have been represented in music and art across the centuries. They will read the story of the visit of the wise men, find out what gifts they brought Jesus and consider how these visitors to the stable were different to the shepherds.	• Do children know the story of the three kings? • Do children know how religious ideas can be expressed through music and art? • Can children express their own ideas through music and art?	• Slides • Worksheet 4A • Musical instruments (if desired) • Art materials (FSD? activity only)
Lesson 5	To learn about how the emotions of the people in the story are the same emotions as people have today.	Children will consider Herod's motivations for infanticide and think about why Mary, Joseph and Jesus had to flee to Egypt. They will relate this to refugees today. There is also the chance to re-tell the story of the nativity from start to finish.	• Can children explain why Mary and Joseph had to flee to Egypt? • Can children empathise with the emotions of the characters? • Do children understand that people a long time in the past had the same emotions as people today?	• Slides • Worksheet 5A/5B • Nativity Story Templates (FSD? activity only) • End of Unit Quiz

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Hindu Worship at Home and in the Mandir : RE : Year 4

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To learn about some important aspects of Hindu beliefs in God.	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.	• Can children explain how symbols are used in some religions to represent God? • Can children explain Hindu beliefs about God in their own words? • Can children reflect on their own beliefs or ideas as well as those of followers of other religions about God?	• Slides • Worksheets 1A/1B/1C • Aum Symbols 1A (FSD? activity only)
Lesson 2	To identify some characteristics of Hindu gods and goddesses.	Children will learn about some 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.	• Can children identify some characteristics of Hindu gods and goddesses? • Can children make links between the appearance of Hindu gods and the beliefs which underlie them? • Do children show an understanding of the idea that one person has many characteristics?	• Slides • Fact Sheet 2A/2B/2C • Audio recorder • Challenge Cards 2A/2B (FSD? activity only)
Lesson 3	To understand why a shrine is a special place in a Hindu home.	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 consider which places are special for them, and why.	• Can children describe how a shrine is cared for in a Hindu home? • Do children understand how God is thought of in Hindu homes? • Can children reflect on their own experiences of special places?	• Slides • Worksheets 3A/3B/3C/3D • Hindu Shrines 3A
Lesson 4	To understand why puja is important for Hindus, and how it is practised at home.	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.	• Can children explain the meaning of puja for Hindus? • Can children explain the practice of puja for Hindus? • Can children reflect on their own experience of giving as an act of showing love?	• Slides • Worksheet 4A/4B/4C • Videos of puja rituals (see below)
Lesson 5	To explore Hindu worship in the mandir.	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, or create Hindu art.	• Can children describe what is involved in Hindu worship in a mandir? • Can children reflect on the meaning of 'worship' and understand its significance for Hindus? • Can children use the correct terminology relating to Hindu worship?	• Slides • Handout 5A/5B/5C • Mandir Slides 5A/5B/5C • Paint, brushes etc. (FSD? activity only)
Lesson 6	To evaluate what you have learned about Hindu worship at home and in the mandir.	Children will collect and share what they have learned and understood about Hindu worship through a range of differentiated writing activities, then do an end of unit quiz.	• Can children evaluate what they have learned about Hinduism? • Can children compare and contrast Hindu worship with worship in other religions? • Can children ask and answer questions to further their knowledge of Hinduism?	• Slides • Mind Map 6A/6B • Report 6A • Questions Cards 6A (FSD? activity only)

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Why is Easter important to Christians? : RE : Year 4

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To learn about the events of Palm Sunday.	Children will recall what they already know about Christianity and who Jesus was before looking at the events surrounding Jesus' entrance into Jerusalem. They will consider why he was greeted by cheering crowds and find out how Christians commemorate Palm Sunday today.	• Can children talk about the fact that the crowd welcomed Jesus because he was the Messiah? • Can children recount the story of Palm Sunday? • Can children explore the feelings of Jesus as he faced death?	• Slides • Worksheet 1A/1B/1C • Strips of card or palm leaves (FSD? activity only)
Lesson 2	To learn about the significance of the Last Supper.	Children will identify the events surrounding the Last Supper and consider what Jesus was trying to teach his disciples through his actions. They will find out how Christians commemorate the Last Supper through communion and think about the meaning behind the bread and wine.	• Do children understand what Jesus was trying to tell his disciples at the Last Supper? • Can children explain why Jesus described himself as a servant? • Do children understand what the Eucharist is?	• Slides • Worksheet 2A/2B • Information Sheet • Access to internet
Lesson 3	To learn about the events that led up to Jesus being arrested.	Children will find out what happened after the Last Supper and before Jesus was arrested. They will find out how Jesus was let down by his disciples in the Garden of Gethsemane and consider why some of the disciples acted in the way that they did.	• Can children retell the main events of the Garden of Gethsemane? • Can children begin to understand the emotions involved in the events leading up to Jesus' death? • Can children express their ideas in a variety of ways?	• Slides • Worksheet 3A/3B/3C • Worksheet 3D (FSD? activity only) • Art materials (FSD? activity only) • Large sheets of paper (FSD? activity only)
Lesson 4	To find out about the events and emotions surrounding the crucifixion of Jesus.	Children will read about the events surrounding the crucifixion, considering the reasons why Jesus was put to death. They will think about how other characters within the story were feeling at various points. They can then study some art portraying the crucifixion as a stimulus for considering how they feel about it.	• Can children describe the events of the crucifixion? • Can children talk about the feelings of the disciples, Jesus, his friends and family? • Can children explain some of the reasons why Jesus was put to death?	• Slides • Worksheet 4A/4B • Question Cards • Picture Cards • Acrostic Poem Template (FSD? activity only)
Lesson 5	To find out about the events of the resurrection and to explore Christian beliefs in life after death.	Children will find out what happened after Jesus was crucified and read the story of the resurrection. They will consider how different characters might have been feeling before exploring Christian beliefs about life after death.	• Can children talk about the resurrection and give reasons why Christians believe in life after death? • Can children explain the symbolism of the cross and crucifix for some Christians? • Can children interpret the different responses of people involved in the resurrection of Jesus?	• Slides • Worksheet 5A/5B/5C • Picture Cards (FSD? activity only)
Lesson 6	To learn about the meaning of 'Messiah' for Jesus and to summarise the events of Holy Week.	Children will find out the meaning of the word 'Messiah' and Christian beliefs about Jesus as the Messiah, reading the story of Mary Magdalene as an example. They will then be given the chance to consolidate what they have learnt about the events of Holy Week and answer the question, 'Why is Easter important to Christians?'	• Can children describe the main events of Holy Week? • Do children understand what the word 'Messiah' means? • Can children interpret different understandings of the role of the Messiah?	• Slides • Worksheet 6A/6B/6C • Activity Cards (FSD? activity only)

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Buddhist Festivals : RE : Year 4

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	Why is Buddhism special? To gather, select and organise ideas about Buddhism.	Children will recap prior knowledge of Buddhism, then learn more about its core principles. They will then either collect their own ideas and add other information to mind maps, or discuss similarities and differences between the principles of Buddhism and those of other religions.	• Can children organise their ideas to show what they already know about Buddhism? • Do children understand that there is no 'supreme deity' in Buddhism? • Can children explain some ways in which Buddhism differs from other religions?	• Slides • Buddhism Fact Cards
Lesson 2	Vesak To understand why Buddhists give offerings during Vesak.	Children will read a story about Siddhartha Gautama and consider how it relates to some of the rituals and celebrations during Vesak. They may then either retell the story in their own words, or describe their own moments of 'enlightenment'.	• Do children know what is celebrated during Vesak? • Can children explain some ways in which the festival of Vesak is observed? • Can children explain why Buddhists give offerings of food during Vesak?	• Slides • Worksheets 2A/2B/2C • Buddha Story • What Is Enlightenment? (FSD? activity only) • Light Bulb Moment! (FSD? activity only)
Lesson 3	The Ploughing Festival To understand how and why significant moments in the life of the Buddha are celebrated.	Children will learn about a Buddhist festival principally celebrated in Thailand. They will read another story about the life of the Buddha, then determine why this moment in his life is celebrated, and in what ways.	• Do children know some ways in which Buddhists celebrate during the Ploughing Festival? • Do children understand why this moment in the Buddha's life is celebrated? • Can children explain some ways in which the story reminds Buddhists about the teachings of the Buddha?	• Slides • Worksheets 3A/3B/3C • Ploughing Festival Resources (FSD? activity only)
Lesson 4	Loy Krathong To understand how and why Buddhists pay respect to the Buddha.	Through studying the festival of Loy Krathong, children will learn about many of the typical rituals associated with Buddhist worship. They will give reasons why certain objects are significant for Buddhists, then either recreate aspects of the festival or describe it in their own words.	• Can children describe some ways in which Loy Krathong is celebrated? • Do children understand the significance of giving offerings of flowers and lighting candles? • Do children understand the difference between paying respect and worshipping?	• Slides • Worksheets 4A/4B/4C • Make A Krathong (FSD? activity only)
Lesson 5	Songkran To know how activities during the festival relate to the teachings of the Buddha.	Children will suggest reasons why water is significant for Buddhists during this festival particularly, then either learn more about the concept of parinirvana, or recreate aspects of the Songkran festival.	• Can children compare their own New Year's Eve celebrations to those of Buddhists in Thailand during Songkran? • Do children understand the significance of the use of water in Buddhist rituals? • Can children explain how the use of water in Buddhist rituals relates to the teachings of the Buddha?	• Slides • Worksheets 5A/5B • Songkran Activity (FSD? activity only) • What have you learned? (FSD? activity only)

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Identity and Belonging : RE : Year 4

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To understand how drama is used to reinforce important teachings and stories in religions.	Children will consider how a number of external factors help shape our identity. They will then draw mind maps, create fact files, or write at length about how their identities are shaped by many things around them.	• Can children explain what an identity is? • Do children understand that many external factors can help shape a person's identity? • Can children consider the things which have helped shape their sense of identity?	• Slides • Identity Fact Files • What does it mean to be British? Statements (FSD? activity only)
Lesson 2	To consider the ways in which we express our identity.	Children will consider ways in which they, and others, express their identity through their actions. They may then either describe how they express their own identities, or how religious communities express themselves by helping others.	• Can children think of some words to describe significant aspects of their own identity? • Can children explain some ways in which they express their identity through their actions? • Do children know some ways in which religious identity is expressed?	• Slides • Worksheets 2A/2B/2C • Helping Others • Internet access, books etc. (FSD? activity only)
Lesson 3	To consider differences between the beliefs of different groups and communities, and how we can show tolerance and understanding.	Children will think about what 'diversity' means (in terms of the UK population). They will also consider how opinions about what constitutes a 'minority' group varies, and the importance of showing tolerance and understanding.	• Do children understand what 'diversity' means when talking about a population? • Do children know what a 'minority' faith group is? • Can children consider some ways in which we can show tolerance and understanding of those of different faiths?	• Slides • Tolerance and Understanding Statements • Worksheets 3A/3B/3C/3D
Lesson 4	To explore ways in which a sense of belonging is shaped by our relationships and environment.	Children will consider how the place where they live shapes who they are, then ask and answer questions about the experiences of refugees forced to leave their homes and communities. They may then either study what religions say about welcoming newcomers, or produce posters about their own senses of belonging.	• Can children think of some things which help shape a sense of belonging? • Can children consider the difficulties for people forced to leave their homes? • Can children find out about some ways in which newcomers can be helped and made to feel welcome?	• Slides • Worksheets 4A/4B/4C • What does the Bible say about newcomers? • What does the Qur'an say about newcomers? • Belonging Poster (FSD? activity only)
Lesson 5	To consider some of the responsibilities of belonging to a global community.	Children will learn what is meant by 'global community', then consider the rights and responsibilities of its citizens. They will then undertake a range of activities where they will show what they think the responsibilities of global citizens are.	• Do children know what the 'global community' is? • Can children explain what it means to be a 'global citizen'? • Can children think of some responsibilities we have as members of a global community?	• Slides • Worksheet 5 • Global Issues Cards • Earth Guardians Sheet (FSD? activity only)
Lesson 6	To consider the importance of sharing in our global community.	Continuing from the last lesson, children will consider what we share with members of the global community, including shared responsibilities. They may then either find out what different religions say about sharing, or identify ways in which they help others through charitable activities.	• Can children think of some things which are shared by all citizens of our global community? • Can children suggest some ways in which sharing can help those less well-off? • Can children consider what religions say about the sharing of resources?	• Slides • Worksheets 6A/6B/6C • The Story of Ruth • World Map (FSD? activity only)

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Where did the Christian Bible come from? : RE : Year 5

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To ask and respond to questions about the Bible.	Children will understand that the Bible is the best-selling book of all time and relate this to other best-selling 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.	• Do children know that the Christian Bible is the best-selling book of all time? • Can children ask questions about the Bible? • Can children respond to questions about the Bible?	• Slides • Worksheets 1A/1B/1C • Bibles • A4 paper (FSD? activity only)
Lesson 2	To learn about the history of the Bible and some of its features.	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.	• Do children know that the material in the Bible predates the written text? • Do children know how to differentiate dates before and after Jesus? • Do children know that the Bible is a collection of writings from many different times?	• Slides • Ancient Document (prepared before the lesson) • Glove/tweezers • Worksheets 2A/2B/2C • Alphabet Cards • Items for archaeological dig (FSD? activity only)
Lesson 3	To investigate the contents of the Bible.	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.	• Can children identify some of the different literary genres in the Bible? • Do children know that writers write in different ways for different purposes? • Can children explain why they find a section of the Bible interesting?	• Slides • Worksheets 3A/3B/3C • Bibles • Literary Genre Cards (FSD? activity only) • Access to internet (plenary)
Lesson 4	To learn about different translations of the Bible and what it means for Christians today.	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.	• Do children know that there are many different translations of the Bible? • Can children explain why the Bible is still relevant to Christians today? • Are children able to evaluate and discuss Bible verses and what they mean?	• Slides • Worksheets 4A/4B • Bible Verse Cards (FSD? activity only) • Dice/sugar paper (FSD? activity only)
Lesson 5	To understand the difference between literal and symbolic truth and to reflect on personal emotions.	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.	• Do children understand the difference between literacy and figurative truth? • Can children recognise the emotions experienced by other people and the reasons for those emotions? • Can children reflect on their own emotions in relation to a story?	• Slides • Worksheet 5A/5B • Vocabulary Cards • Art materials/music (FSD? activity only) • End of Unit Quiz

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Why is Muhammad important to Muslims? : RE : Year 5

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To find out who Muhammad was and why he is an important figure in Islam.	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.	• Can children explain who Muhammad was and when he lived? • Can children explain why he is called the messenger of God? • Can children explain how the Qur'an was first written?	• Slides • Worksheet 1A/1B/1C • Digital cameras if desired (FSD? activity only)
Lesson 2	To learn about the life of Muhammad and his impact on history.	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.	• 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?	• Slides • Worksheet 2A/2B • Question and Answer Cards (FSD? activity only)
Lesson 3	To understand the importance of the Qur'an to Muslims.	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.	• Do children understand that Muslims believe the Qur'an to be the literal voice of God? • Can children explain some of the ideas and teaching within the Qur'an? • Do children understand Muhammad's role as a messenger of God?	• Slides • Worksheet 3A/3B/3C
Lesson 4	To understand the importance of Muhammad to Muslims' daily lives.	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.	• Do children know what the Hadith are? • Can children explain how Muhammad affects a Muslim's daily life? • Can children describe some of the moral beliefs of Muslims?	• Slides • Worksheet 4A/4B • What Muhammad Said sheet (FSD? activity only)
Lesson 5	To relate our experience of role-models and influences on our lives with those of Muslims.	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.	• Can children explain why Muhammad is a role-model for Muslims? • Can children compare Muhammad as a role-model to inspirations in their own lives? • Can children identify sources of their own values and commitments?	• Slides • Worksheet 5A/5B/5C • End of Unit Quiz

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Jewish Worship and Community : RE : Year 5/6

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To find out about some of the key features of worship in Judaism.	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.	• Can children identify some of the key aspects of worship in Judaism? • Can children use appropriate vocabulary when discussing aspects of Jewish worship? • Can children discuss similarities and differences between Jewish worship and worship in other religions?	• Slides • Worksheet 1A/1B/1C • Information Sheet • Question Cards (FSD? activity only)
Lesson 2	To understand the significance of prayer in Judaism.	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.	• Can children explain that for many people prayer is a powerful and meaningful experience? • Do children know that there are different types and ways of praying? • Can children interpret Jewish prayers and suggest their meaning?	• Slides • Worksheet 2A/2B/2C • Worksheet 2D (FSD? activity only) • Access to internet (FSD? activity only)
Lesson 3	To find out the meaning of Jewish rituals in relation to joining the Jewish community.	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.	• Can children identify and talk about their role in communities? • Do children know some of the rituals relating to becoming a member of the Jewish community? • Do children know that living in a community gives both responsibility and support?	• Slides • Worksheet 3A/3B • Picture Cards (FSD? activity only)
Lesson 4	To find out how belonging to a faith community affects your actions.	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.	• Do children understand the beliefs that cause people to behave in particular ways? • Can children describe what 'tzedakah' is? • Can children identify ways in which religious beliefs affect communities locally and worldwide?	• Slides • Worksheet 4A/4B/4C • Information Sheet
Lesson 5	To explore how faith is expressed through worship.	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.	• Do children understand that religious beliefs and ideas are expressed in different forms? • Can children describe some of the features of worship in Judaism? • Can children explain why members of the Jewish community value their Jewish identity?	• Slides • Worksheet 5A/5B/5C • End of Unit Quiz

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Buddhist Worship and Beliefs : RE : Year 5/6

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To find out who Buddha was and why he is important to Buddhists today.	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.	• Can children explain what Buddhism is and how/when it began? • Do children understand the story of how Prince Siddhartha became Buddha? • Do children recognise that Buddhists do not worship a god like most other world religions?	• Slides • Worksheet 1A/1B/1C • Story Sheet
Lesson 2	To find out about some of the core beliefs and teachings of Buddhism.	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.	• Do children know what the Three Signs of Being are? • Do children know what the five moral precepts are? • Can children make their own decisions about what is right and wrong?	• Slides • Worksheet 2A/2B • Coloured paper • Large sheets of paper (FSD? activity only)
Lesson 3	To learn about the Four Noble Truths and the Eightfold Path.	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.	• Do children understand what the Four Noble Truths are? • Do children know what the Eightfold Path is? • Can children use their own words to explain Buddhist terms?	• Slides • Worksheet 3A/3B • Worksheet 3C/3D (FSD? activity only)
Lesson 4	To find out about the Buddhist beliefs of karma and reincarnation.	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.	• Can children explain what karma is? • Can children explain what reincarnation is? • Can children offer their own opinions about life after death?	• Slides • Worksheet 4A/4B/4C • Art materials (FSD? activity only)
Lesson 5	To find out where Buddhists worship and the role of symbols within worship.	Children will study information about a variety of places of worship, then describe their features and aspects of the worship that occur in them.	• Do children know where Buddhists worship? • Can children explain some of the symbols associated with the Buddha statue? • Can children name some of the other symbols associated with Buddhism?	• Slides • Worksheet 5A/5B • Picture Cards • Books, access to internet, etc. (FSD? activity only)
Lesson 6	To investigate the ways in which Buddhists worship.	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.	• Can children explain what the word 'worship' means? • Do children know some of the ways in which Buddhists worship? • Can children evaluate the ways in which Buddhist worship is similar or different to worship in other religions?	• Slides • Fabric or coloured paper • Worksheet 6A • Meditation Sheet (FSD? activity only) • End of Unit Quiz

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Stories of Christianity : RE : Year 5/6

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To explore the themes of the Bible and identify familiar stories.	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.	• Can children recall some main facts about Christianity? • Can children name and retell a variety of key Bible stories? • Do children understand that the Bible itself tells a story?	• Slides • Story Blurb Cards A/B • Worksheet 1A/1B • Bibles, books, internet, etc. • Story Cards (FSD? activity only)
Lesson 2	To explore the story of Ruth and Naomi.	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.	• Do children know that stories in the Bible contain messages for the reader? • Can children identify the main messages in the story of Ruth and Naomi? • Do children know that many of the stories in the Bible are interlinked?	• Slides • Worksheet 2A/2B/2C • Message Cards • Story Sheet
Lesson 3	To explore the story of Daniel and relate this to religious persecution today.	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.	• Can children retell the story of Daniel? • Can children identify the main messages in the story of Daniel? • Can children relate the story of Daniel to persecuted Christians today?	• Slides • Worksheet 3A/3B/3C/3D • Sentence Cards • Story Sheet • Hea-Woo's Story mp4 (FSD? activity only)
Lesson 4	To explore the parables of Jesus.	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.	• Do children understand the difference between the Old and New Testaments? • Do children know what a parable is? • Can children read some of the parables told by Jesus and identify the underlying lesson?	• Slides • Worksheet 4A/4B/4C • Parable Cards A-F • Challenge Card (FSD? activity only) • Digital video cameras - optional (FSD? activity only)
Lesson 5	To find out about Christian baptism through the story of John the Baptist.	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.	• Do children understand what baptism is? • Do children know where the practice of baptism began? • Can children identify some of the ways in which different denominations practise baptism?	• Slides • Worksheet 5A/5B/5C • Information Sheet A/B • Challenge Card • Story Sheet (FSD? activity only)
Lesson 6	To find out about Paul and the early church.	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.	• Do children know who Paul was and that he underwent a transformation? • Do children know that Paul wrote many letters to the early church which now form parts of the New Testament? • Can children explain why Paul is such an important figure in the Bible?	• Slides • Worksheet 6A/6B/6C • Picture Cards (FSD? activity only) • Art materials (FSD? activity only)

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Belief In Our Community : RE : Year 5/6

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To find out about the different beliefs of religious and non-religious communities in our local area.	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.	• Can children decide on some beliefs that are shared by your school community? • Do 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?	• Slides • Worksheets 1A/1B/1C • Community Groups Cards (FSD? activity only) • Communities In My Area Sheet (FSD? activity only)
Lesson 2	To consider the ways in which belonging to a religious community can help people.	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.	• Can children consider how being a member of a religious community can affect daily life? • Can children explain how being a member of a religious community helps people make decisions? • Can children describe positive aspects of membership of a community in their local area?	• Slides • Worksheets 2A/2B/2C • Community Member Interview Sheet (FSD? activity only)
Lesson 3	To find out about the impact faith and beliefs have had on the lives of inspirational figures.	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.	• Can children describe the achievements of inspirational figures? • Can children describe ways in which inspirational figures attribute their successes to their beliefs? • Can children identify attributes of well-known people that they find inspirational?	• Slides • Worksheets 3A/3B • Inspirational Figures Discussion Cards (FSD? activity only)
Lesson 4	To consider the difficulties for people of different religious beliefs living in non-religious communities.	Children will consider how members of religious communities are also a part of many other, non-religious 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.	• Can children give examples of non-religious or multi-faith communities in their local area? • Can children explain some of the shared beliefs of non-religious communities? • Can children consider the difficulties faced by religious members of non-religious communities?	• Slides • Worksheets 4A/4B/4C • Facts about Ramadan Cards • Religious Community Statement Cards (FSD? only) • Community Manifesto Sheet (FSD? only)
Lesson 5	To think about what makes it difficult to live life according to our own beliefs.	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.	• Can children think about a time when they had difficulty living up to their own beliefs? • Can children give some reasons why it is hard for young people to live up to some religious beliefs? • Can children suggest how young people might cope with pressure to behave in a manner not according to their beliefs?	• Slides • Worksheets 5A/5B/5C • Dilemma Cards (FSD? activity only)

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Stories of Hinduism : RE : Year 5/6

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To understand that Hindus believe God is represented in different forms.	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.	• Can children recall some main facts about Hinduism? • Can children compare elements of Hinduism with their own beliefs? • Do children understand that Hindus believe there is one God who takes many forms?	• Slides • Worksheet 1A • Discussion Cards • Story A/B • Hindu God Sheet (FSD? activity only)
Lesson 2	To explore how Krishna is represented in Hindu stories.	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?'	• Can children say who Krishna was? • Can children discuss the themes and messages in the two Hindu stories? • Can children think of their own 'big questions' to answer?	• Slides • Worksheet 2A/2B/2C • Story Cards (FSD? activity only)
Lesson 3	To explore Hindu teachings on success.	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.	• Can children give examples of how and why they work hard? • Can children discuss the themes and messages in the two Hindu stories? • Can children relate the messages taught in these stories to their own lives?	• Slides • Story Sheet A/B • Picture Cards • Paints, stones (FSD? activity only)
Lesson 4	To explore the theme of punishment and forgiveness in a Hindu story.	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.	• Can children recall the events and themes in the story of Ajamil? • Can children think of reasons to back up their arguments? • Can children listen to the views of others?	• Slides • Worksheet 4A/4B/4C/4D • Debate Card A/B/C • Voting Cards • Scenario Cards (FSD? activity only)
Lesson 5	To explore a Hindu teaching about telling the truth.	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.	• Can children say what the Hindu teaching on the truth is? • Can children recall the events and themes in the story of Why Speak the Truth? • Do children understand that telling the truth can be a difficult thing to do?	• Slides • Worksheet 5A/5B/5C/5D • Optional extracts from books (FSD? activity only)

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What is a church? : RE : Year 6

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To consider what is written in the Bible about the foundation of the Christian church.	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.	• Can children explain in their own words that churches are buildings but they are also a community of people? • Can children describe some beliefs and actions of the apostles as described in Acts? • Can children explain some of the risks and sacrifices endured by the apostles, giving reasons why they chose to endure them?	• Slides • Worksheet 1A/1B/1C • Acts Excerpts 1A/1B • Discussion Card 1
Lesson 2	To consider ways in which churches reflect local culture.	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.	• Do children understand that a church is a building, but it is also a community of people with the same religious beliefs? • Can children suggest reasons for features of churches or aspects of worship that reflect local culture? • Can children identify common features of all churches?	• Slides • Worksheets 2A/2B/2C/2D • Fact Cards 2 • Blank writing frames and cue cards
Lesson 3	To consider how churches help Christians worship.	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.	• Can children describe how Christians might feel when they come to a church to worship? • Can children describe ways in which church buildings are designed to structure and support worship? • Can children express their own ideas about reflection, thanksgiving or remembrance, either religious or non-religious?	• Slides • Discussion Cards 3A/3B • Worksheet 3A (FSD? activity only)
Lesson 4	To identify ways in which churches serve their communities.	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.	• Can children explain what the Bible says about helping others in a community? • Can children identify ways in which church buildings are used to serve communities? • Can children identify ways in which churches organise activities and events which serve communities?	• Slides • Worksheet 4A/4B • Blank writing frames • Access to school online learning platform/blogging websites
Lesson 5	To consider ways in which local churches form part of a global community.	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.	• Can children describe some ways in which Christians connect with other Christians globally? • Can children describe activities of local churches which connect with the wider, global Christian community? • Can children consider ways in which their own communities have global links?	• Slides • Worksheet 5A/5B • Fact Sheet 5A • Question Cards • Blank writing frames • Challenge Cards
Lesson 6	To reflect on what has been learned about the Christian church.	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.	• Can children reflect on their learning about the church? • Can children describe their own thoughts and those of others? • Can children synthesise the views of others and describe them in their own words?	• Slides • Challenge Card 6A/6B/6C • Worksheet 6A (FSD? activity only) • Blank writing frames • Feedback 6A (plenary)

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What is the Qur'an and why is it important to Muslims? : RE : Year 6

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To identify the meaning of the word 'sacred' and to explore why the Qur'an is important to Muslims.	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.	• Do children understand the word 'sacred'? • Can children explain some of the ways in which the Qur'an is revered by Muslims and why? • Can children reflect on what is important in their own lives?	• Slides • Worksheet 1A/1B • Discussion Card 1A • Worksheet 1C (FSD? activity only)
Lesson 2	To know what the Qur'an teaches about God and to reflect on your own ideas about God.	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'. Through these names, your class will start to get an understanding of how Muslims view God.	• Do children know some of the characteristics of God as shown in the Qur'an? • Can children explain what the 'Bismillah' is and what this shows about Islamic beliefs about God? • Can children reflect on their own ideas about the characteristics of God?	• Slides • Worksheet 2A/2B/2C • Writing Frames
Lesson 3	To know that the behaviour of Muslims is influenced by the Qur'an.	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.	• Do children know that Muslims' behaviour is influenced by the Qur'an? • Can children suggest other texts that influence their or others' behaviour? • Can children suggest similarities and differences between guidance from the Qur'an and other religious texts?	• Slides • Worksheet 3A/3B • Writing frames • Debate Pack 3A/3B/3C (FSD? activity only)
Lesson 4	To study ways in which Muslim children learn about the Qur'an.	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.	• Do children know that Muslims study the Qur'an in order to understand their faith? • Can children give reasons why Muslim parents want their children to learn about their religion? • Can children make connections with the hopes that the adults in their lives have for them?	• Slides • Teacher's Notes • Worksheet 4A/4B/4C • Blank writing frames • Internet access (FSD? activity only)
Lesson 5	To be able to explain the significance of the Qur'an to Muslims today.	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.	• Can children summarise their knowledge of why the Qur'an is important to Muslims? • Can children communicate their knowledge and understanding in a variety of ways? • Can children use specialist vocabulary in communicating their knowledge and understanding?	• Slides • Worksheet 5A/5B/5C • Activity Cards 5A • End of Unit Quiz

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Expressing faith through the arts : RE : Year 6

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To recognise that expressing faith involves feelings and emotions.	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.	• Can children use drama to show their understanding of how people express their feelings? • Do children know why religious people sometimes choose to express their faith through the arts? • Can children describe how emotions can be portrayed through a variety of media?	• Slides • Worksheet 1A (FSD? activity only)
Lesson 2	To find out how music can be a form of religious expression in many religions.	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.	• Do children know that religious beliefs, ideas and feelings can be expressed through music? • Do children know that religious music is often taken directly from scripture? • Can children express their own religious ideas through music?	• Slides • Paper and Pencils • Worksheet 2A/2B/2C • Variety of musical instruments
Lesson 3	To understand how colour can be used to express religious feelings and ideas.	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.	• Can children explain the meaning of vestments and colours in many churches? • Can children identify and explain the significance of some Christian symbols? • Can children identify how and why colours and symbols are used in different Christian festivals?	• Slides • Worksheet 3A/3B/3C • Information Sheet
Lesson 4	To understand how art can be sacred and spiritual for believers.	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.	• Can children suggest reasons why believers choose to express religious beliefs and ideas through art? • Do children understand that artwork can be sacred and spiritual to believers? • Can children express their own religious ideas through artwork?	• Slides • Worksheet 4A/4B • Picture Cards • Art materials, e.g. paints (FSD? activity only)
Lesson 5	To find out how Islamic art helps Muslims to worship.	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.	• Can children explain the importance of calligraphy and arabesque art to Muslims? • Can children explain the significance of the design of a prayer mat? • Can children evaluate how art is used differently in Christianity and Islam?	• Slides • Picture Cards • Worksheet 5A
Lesson 6	To understand how drama is used to reinforce important teachings and stories in religions.	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.	• Can children discuss how drama can be used as a way to reinforce religious beliefs and teachings? • Do children understand why some religious people use drama to re-tell religious stories? • Can children use drama or aspects of drama to express religious ideas?	• Slides • Activity Cards (FSD? activity only) • Art materials (FSD? activity only)

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Sikh Worship and Community : RE : Year 5/6

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To find out what Sikhs believe and some of the features of Sikh worship.	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.	• Do children know where and when Sikhism began? • Can children describe what Sikhs believe? • Can children describe some of the features of Sikh worship?	• Slides • Worksheet 1A/1B/1C • Information Sheet • Fact Cards (FSD? activity only) • Questions Sheets (FSD? activity only)
Lesson 2	To find out how Sikhs worship through prayer.	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.	• Can children explain what prayer is in their own words? • Can children explain how Sikhs worship through prayer? • Do children know what the Mool Mantar is and what it represents in Sikhism?	• Slides • Worksheet 2A/2B/2C • Picture Card • Cushions/mats (FSD? activity only)
Lesson 3	To find out how children are welcomed into the Sikh community.	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.	• Can children describe the Sikh naming ceremony? • Can children describe the Amrit ceremony? • Can children relate the welcoming of children into the Sikh community with their own experiences of joining a group or community?	• Slides • Vocabulary Cards • Worksheet 3A/3B/3C • Story Sheet (FSD? activity only) • Thinking Question Cards (FSD? activity only)
Lesson 4	To explore the Sikh tradition of the langar.	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.	• Can children describe what the langar is and how the tradition of communal meals began? • Do children know why Sikhs take part in the langar? • Can children explain what the langar shows about Sikh beliefs?	• Slides • Challenge Cards • Worksheet 4A/4B • Food and drink to share (FSD? activity only) • Plates and cups (FSD? activity only)
Lesson 5	To explore the Sikh practice of sewa.	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.	• Do children know what 'sewa' is and why it is important to Sikhs? • Do children know what the three different aspects of sewa are? • Can children identify ways in which they could perform good deeds to help others?	• Slides • Worksheet 5A/5B/5C • End of Unit Quiz

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What happens when we die? : RE : Year 5

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To understand that sadness is felt by everyone at some points during their lives.	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.	• Do children recognise that loss and sadness are shared human experiences? • Can children express their own ideas about loss and death?	• Slides • Worksheet 1 • Scenario Cards • Questions About Loss (FSD? activity only)
Lesson 2	To understand how the death of a person is marked and commemorated in different religions and communities.	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 describe funeral traditions in a variety of communities.	• Can children explore and compare funeral traditions in different religions and communities? • Can children explain some ways in which some funeral traditions offer comfort for those experiencing a bereavement?	• Slides • Worksheets 2A/2B • Funeral Fact Cards • Funeral Traditions A/B
Lesson 3	To express your own ideas, and understand the ideas of others, about what happens when a person dies.	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.	• Can children express their own ideas about what happens when a person dies? • Can children explore the ideas of others regarding what happens when a person dies?	• Slides • Buddhist Beliefs A/B • Worksheet 3
Lesson 4	To understand that it is important to express the emotions that you feel.	Children will 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.	• Can children discuss ways in which prayer and talk can help people express their feelings? • Do children recognise that difficult ideas and feelings can be expressed artistically?	• Slides • Art Challenge A/B • Picture Frame sheet • A choice of art materials (FSD? activity only)
Lesson 5	To think of practical ways of remembering someone who has died.	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.	• Can children explore some ways in which people who have died are remembered during funerals, ceremonies and other religious services? • Can children explain why remembering a person who has died can help those suffering bereavement? • Can children think of some ways to remember a person who has died?	• Slides • Mind Map Challenge • Inspirational Figures (FSD? activity only) • Obituary sheet (FSD? activity only)

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