



RE at Great Whelnetham

C of E Primary School

Year: Year 4/5 – Cycle 1

Title	Christianity – How does believing Jesus is their saviour inspire Christians to save and serve others
Overview	<p>Children will have already an understanding Christians are followers of Jesus, the saviour of the world. He died but came back to life. A cross reminds Christians of his sacrifice, but is also a sign of commitment and God’s love. In this topic we will explore how Christians show belief about Jesus. We will also learn about how they help others within their faith.</p>
Knowledge Acquisition	<p>Pupils will learn that people were amazed at what Jesus said and did when he was alive. Christians believe: Jesus was a rescuer or saviour (the name Jesus means saviour). We will explore Bible stories of when Jesus saved people when he was alive. He also saved us all through his death. Humans are made in God’s image. Pupils will understand that Christians learn from parables and try to use these messages to help others.</p>
Key LOs	<ul style="list-style-type: none"> ➤ Describe some different ways that Christians show their beliefs about Jesus in Christmas carols or on Christmas cards. ➤ Describe some things Christians do as part of their faith to try to ‘save’ or help others, some the same, some different. ➤ Understand who Christians believe Jesus to be - the saviour of the world. ➤ Remember people were amazed at what Jesus said and did when he was alive. ➤ Reflect on own beliefs and the influences of these.
Key Vocabulary	<p>William Booth Salvation Army Sin saviour</p>
Key Learning Experiences	<ul style="list-style-type: none"> ➤ Children to draw pictures of famous rescues – compare with how we help/save people every day. ➤ Study stories of Jesus ‘saving’ people. Recreate these using acting, comic strips or use of drawings. ➤ Show through drawings why Christians believe Jesus to be their saviour ➤ Explain how Christians will learn from these stories and try to help others. ➤ Pupils to research the Salvation Army website and learn about ways they help people.

Title	Buddhism- How did Buddha teach his followers to find enlightenment?
Overview	In this topic, pupils will learn that the main message of Buddhist teaching is that life involves suffering and the Buddha found a way to end suffering. They will learn that know that Buddha's ideas about suffering are found in the Four Noble Truths and that the Noble Eightfold Path is the way to end suffering and become enlightened.
Knowledge Acquisition	Pupils will learn the meaning of Enlightenment - having a fully awake understanding. Buddhists believe: All humans have the potential to be enlightened or awakened spiritually. Pupils will understand The Buddha achieved enlightenment sitting under a Bodhi tree. He worked out what was wrong with humans – that we all experience suffering. The Buddha explained his ideas as Four Noble Truths They can become enlightened through meditation. We will explore the teachings of Buddha found in the Eightfold path and see that this is a way to end suffering.
Key LOs	<ul style="list-style-type: none"> ➤ Pupils to know and understand that Enlightenment means having a fully awake understanding. Pupils to know the following: Buddhists believe: ➤ All humans have the potential to be enlightened or awakened spiritually. ➤ The Buddha achieved enlightenment sitting under a Bodhi tree. He worked out what was wrong with humans – that we all experience suffering. ➤ The Buddha explained his ideas as Four Noble Truths. ➤ Following the teachings of the Buddha found in the Eightfold Path is a way to end suffering. ➤ They can become enlightened through meditation.
Key Vocabulary	Buddhism Buddhist moral enlightenment noble consequence eightfold path change suffering truth Dharmachakra Dhamma meditate precepts wheel
Key Learning Experiences	<ul style="list-style-type: none"> ➤ Recall what is already known of the Buddha’s search for an answer to the problem of suffering. ➤ Look at current national and local newspapers and identify articles that demonstrate suffering. ➤ As a class discuss different types of suffering, define what suffering is and discuss how it is more than feeling physical pain. Explain that the Buddha taught four statements called the Four Noble Truths. The first of these is ‘life involves suffering’. ➤ In groups find examples of suffering caused by greed, hatred, and ignorance in the newspapers. Role-play or make a news report to demonstrate and explain this, linking to the Buddha’s teaching. ➤ Introduce the Buddha’s teaching of the Eightfold Path. This is the way he taught that people can escape suffering and become enlightened like him. Give out the Eightfold Path/ Dharmachakra information. ➤ Discuss and draw the 8- spoked wheel; label the spokes. Colour those that relate to body, speech and mind separately. Explain

	<p>that Buddhists believe that the wheel is supposed to turn clockwise symbolising development in a positive direction – travelling forwards. Talk about how all parts of the wheel need to be included at all times otherwise a person’s development is not whole.</p> <ul style="list-style-type: none">➤ Tell the Buddhist story of the Monkey King. How did the Monkey King in his suffering show compassion for others?➤ Explain that Buddhists believe it is important to be kind and compassionate. In small groups talk about and then individually record how people can show compassion for others in school, locally or globally.
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Title	Christianity – Why is the cross more than a symbol of sacrifice? How do Christians show that reconciliation with God and other people is important?
Overview	<p>In this topic, pupils will learn that reconciliation is about fixing what is broken. We will explore why Christians believe the world needs reconciliation. We will learn about the Bible and stories Jesus told teach about reconciliation. We will then explore why God offers forgiveness to all who repent and admit wrongdoing.</p>
Knowledge Acquisition	<p>Pupils will learn that the Christian cross looks different across the world. Christians believe: Jesus was to put to death on a cross. This was a sacrifice for the whole world so everyone has the chance to live in heaven after they die. Pupils will understand that God loves us so much we are worth the sacrifice Jesus made. Christians believe that wearing a cross is a symbol of commitment to following Jesus. The stories of Jesus death are told in church during holy week. Finally, pupils will study ways reconciliation are taught in Church.</p>
Key LOs	<ul style="list-style-type: none"> ➤ Explain that reconciliation means mending a broken relationship. ➤ Understand that Christians learn about reconciliation from the Bible through stories Jesus told such as the prodigal son. ➤ To reflect upon the significance of the teachings of the Bible for Christians. ➤ Explain that Christians believe God wants them to be peacemakers based on the example of Jesus. ➤ Explain the link between Remembrance and the Christian concept of sacrifice. ➤ Describe how Christians use crosses to show they are Christians and how the cross makes them feel.
Key Vocabulary	<p>Reconciliation Parable Sacrifice Holy week Crucifix Reconciliation</p>
Key Learning Experiences	<ul style="list-style-type: none"> ➤ Compare symbols of Love and sacrifice on a Venn diagram ➤ Explain why wreaths are often cross shaped ➤ Comic strip to show key parts of Holy week – OR net of a cube to create a dice. ➤ Study ways reconciliation are taught in Church. ➤ Investigate the story of the Lost (Prodigal) son which is one of Jesus’ parables. ➤ Analyse the Lord’s Prayer and link to reconciliation with others.

Title	Sikhism- How do the teaching of the Gurus move Sikhs from dark to light?
Overview	<p>In this topic pupils will learn that Sikhs believe that a Guru is a teacher that gives guidance from God. Children will have the opportunity to explore the beliefs of the Sikhism religion. They will learn that Sikhs believe that -In one God ‘Waheguru,’ there is he most wonderful teacher.</p> <p>Pupils will learn that Sikhs believe that no one religion is the only true way to Waheguru. We are all children of God.</p> <p>Pupils will have the opportunity to think about the importance of teachers/significant people that have influenced their lives.</p>
Knowledge Acquisition	<p>Pupils will understand that a Guru is a teacher who gives guidance from God. Sikhs believe: In one God ‘Waheguru,’ the most wonderful teacher. That no one religion is the only true way to Waheguru. We are all children of God. Pupils will learn that guidance from God came to humans through ten Gurus. Guru Nanak was the first Guru. He wanted to teach people how they should live their lives and try to bring them into the light. In this topic, pupils will know that Sikhs believe that by repeating ‘Waheguru’ it focuses the mind and helps you know God better.</p>
Key LOs	<ul style="list-style-type: none"> ➤ To understand that Sikhs believe that a Guru is a teacher who gives guidance from God. ➤ Pupils to know the following key teachings of the Sikh faith. ➤ In one God ‘Waheguru,’ the most wonderful teacher exists. ➤ That no one religion is the only true way to Waheguru. We are all children of God. ➤ Guidance from God came to humans through ten Gurus. ➤ To know that Guru Nanak was the first Guru. To understand that he wanted to teach people how they should live their lives and try to bring them into the light. ➤ The know that Guru Granth Sahib continues to lead those who choose to follow its teachings from Darkness to Light. To be able to explain that Sikhs are encouraged to listen and meditate on its words. ➤ To know that Sikhs believe that by repeating ‘Waheguru’ it focuses the mind and helps you know God better.
Key Vocabulary	<p>Guru, Sikh, Guru Granth Sahib, Five Ks, kesh, kangha, kara, kachera, kirpan, Gurdwara, Granthi, turban</p>
Key Learning Experiences	<ul style="list-style-type: none"> ➤ Tell children the story of Guru Nanak and his call and outline the most important of his teachings. Consider what Sikh society should be like ➤ Starting with our school logo, explore ways that different parts of the image reflect the identity of the group the wearer belongs to. Find other examples of clothes & badges and explore the symbolism behind them.

	<ul style="list-style-type: none">➤ Look at the 5 Ks. Talk about what each one represents. Annotate a drawing of a Sikh with the different items of clothing on that represent the 5 Ks and explain what each means.➤ Consider the responsibilities of belonging to the school community. Look at the three duties of a Sikh and consider how it might impact their lives to live this way and how it reflects their beliefs, especially the importance of equality. Find out about the Sikh holy book and why it's called 'Guru Granth Sahib'➤ Consider the many purposes of places of worship generally – and compare with Sikh belief about the Gurdwara. Look at a video clip of Sikhs worshipping – in a Gurdwara and at home and consider the centrality of their holy book to the faith. Is worship different in the different locations?➤ Compare the ideals of equality in modern British society with those of the Sikh community. Consider which would be more effective if followed. Make some karah parshad to share and think about what symbol you would choose to represent equality. Consider the verse from the Bible in Galatians 3:28. Compare this with the Sikh ideals
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Title	Christianity Why is the gospel such good news for Christians?
Overview	<p>In this topic, pupils will learn that the meaning the term Gospel means good news. Pupils will become familiar with all four gospels and know that they are part of the new testament. They will learn that Christians are followers of Jesus, the saviour of the world. He died but came back to life. His story is written in the four gospels.</p> <p>Jesus told parables to teach about God’s Kingdom and the right way to live. Christians serve others as a response to being saved. Pupils will have an opportunity to read these parables from each of the gospels and compare.</p>
Knowledge Acquisition	<p>Pupils will know that, to Christians, Jesus is good news. Christians believe: Jesus is the saviour of the world. This is good news. The Gospels are the books of Matthew, Mark, Luke and John. They are found in the Bible and tell the stories of Jesus. Pupils will understand that Christians live by the Bible and by the things Jesus said. The teachings of Jesus have authority in their life. Pupils will use the gospels to understand that Jesus is our saviour.</p>
Key LOs	<ul style="list-style-type: none"> ➤ Pupils to know that to Christians, Jesus is good news. ➤ To know that Jesus is the saviour of the world. This is good news. ➤ To know that the Gospels are the books of Matthew, Mark, Luke and John. They are found in the Bible and tell the stories of Jesus. ➤ Christians live by the Bible and by the things Jesus said. ➤ The teachings of Jesus have authority in their life.
Key Vocabulary	<p>Old testament New testament Mark Matthew Luke John Gospel Parable Lectern Synoptic</p>
Key Learning Experiences	<ul style="list-style-type: none"> ➤ Give examples from the Gospels of how Jesus was good news to people. ➤ Use the right religious words to describe and compare what may happen in a church when the Gospels are read. ➤ Link Christian belief in Jesus as God’s Son to the stories which come from the Gospel. Read these stories and retell them in their own way. ➤ Explain why a Christian today would describe Jesus as good news. ➤ Use the gospels to show how Jesus is our saviour.

Title	Islam – What does the Qur’an reveal about Allah and his guidance
Overview	During this topic, pupils will build on their prior knowledge of the Islamic religion. They will learn about the guidance of Allah including, explaining how Muslims show respect to the Qur’an and describing some practices and experiences of Muslim children. Finally, pupils will learn how Muslims express the idea of revelation.
Knowledge Acquisition	Pupils will engage with the meaning and uses of the word reveal and revelation, while enquiring into Muslim beliefs in the Qur’an. Next, they will explore ideas about revelation in Muslim narrative; explaining how Muslims show respect for the Qur’an.
Key LOs	<ul style="list-style-type: none"> ➤ I can engage with the meaning and uses of the word ‘reveal’ and ‘revelation’ ➤ I can enquire into Muslim belief in the Qur’an as revelation ➤ I can explore ideas about revelation in Muslim Narrative/ text ➤ I can explore aspects of revelation in Muslim Community Practice
Key Vocabulary	Prayer mat Qur’an Allah Mosque hijab lantern Revelation Madrassah Cave Hira Hafiz
Key Learning Experiences	<ul style="list-style-type: none"> ➤ Explain how Muslims show respect for the Qur’an. Retell the story of how the Qur’an was revealed to Muhammad. ➤ Describe some practices and experiences of Muslim children at a madrassah. ➤ Describe why only some Muslims seek to become Hafiz and how the study affects both their lives and the lives of others. ➤ Show how Muslims express the idea of revelation as a rope reaching down to earth, suggesting what the image means.

Year 4/5 Cycle 2

Title	Christianity – What is the great significance of the Eucharist for Christians
Overview	Pupils will learn that the Eucharist is when Christians give thanks for bread and wine in memory of Jesus. It is a central act of worship. We will explore why it is important to give thanks to God. It is a Christian duty. We will then explore the Lord’s Supper, the Passover feast with his disciples on the evening before he was betrayed, Jesus commanded his followers to remember him. The Eucharist is a reminder of Jesus’ sacrifice on their behalf.
Knowledge Acquisition	Pupils will learn that the Eucharist is when Christians give thanks for bread and wine in memory of Jesus. It is a central act of worship. Christians believe: It is important to give thanks to God. It is a Christian duty. We will understand that during the Lord’s Supper, the Passover feast with his disciples on the evening before he was betrayed, Jesus commanded his followers to remember him. The Eucharist is a reminder of Jesus’ sacrifice on their behalf but also of things which should make them glad: of God’s amazing love and forgiveness.
Key LOs	<ul style="list-style-type: none"> ➤ Explain that the last Passover feast Jesus shared with his disciples is known as the Lord’s Supper. ➤ Describe what happens at an Anglican communion service. ➤ Describe what the Eucharist means to Christians today – how it reminds them to be thankful. ➤ Compare views with other religions studied (Islam Hinduism Judaism) ➤ Explain the importance of the Eucharist to the Christian community and how this impacts on their daily lives.
Key Vocabulary	Eucharist Passover feast Holy Communion
Key Learning Experiences	<ul style="list-style-type: none"> ➤ Engage with the idea of thankfulness and thanksgiving – comparing what we are thankful for. ➤ Enquire into the importance of Eucharist or ‘giving thanks’ to God for Christians. ➤ Read ‘Communion on the Moon’ by Bill Carrel and analyse what Buzz is thankful for. ➤ Analyse the ‘Last Super’ and make links to the Eucharist. ➤ Compare and explain why communities have similar and differing values.

Title	Judaism – What is holiness for Jewish people: a place, a time or something else?
Overview	This unit introduces a debate on ‘holiness’ on many levels and children should regularly check their ideas against all the examples they are given. Pupils will build upon Prior Learning that includes Mitzvahs (good deeds) are important, The Shabbat is a day of rest, At New Year God

	gives people a chance to put things right. And that The Torah is an important book.
Knowledge Acquisition	Pupils will engage with the idea of holiness, exploring holiness in key stories from the Torah. Next, pupils will learn how the Shabbat is holy and how Jewish families mark its beginning and end. Finally, pupils will be able to give examples of what the Torah says about living a holy life.
Key LOs	<ul style="list-style-type: none"> ➤ I can engage with the idea of holiness ➤ I can enquire into the idea of Holy ground ➤ I can explore holiness in a key story from the Torah ➤ I can explore Holy time for the Jewish community
Key Vocabulary	Bar Mitvah Bat Mitvah Ner Tamid Shabbat
Key Learning Experiences	<ul style="list-style-type: none"> ➤ Explain what the burning bush story in Exodus teaches about holiness. ➤ Explain in what way Shabbat is holy and how Jewish families mark its beginning and ending. ➤ Give examples of what the Torah says about living a holy life.

Title	Christianity – Why do Christians believe they are people on a mission?
Overview	Pupils will build on their prior learning: Christians are followers of Jesus, the saviour of the world. He died but came back to life. A cross reminds Christians of his sacrifice, but is also a sign of commitment and God’s love. Jesus told parables to teach about God’s Kingdom and the right way to live. Christians serve others as a response to being saved. They will apply this knowledge to understand why Christians believe they are people on a mission.
Knowledge Acquisition	Pupils will Remember that every Christian is called by God to be a good influence on the world around them. They will understand that Christians believe: Jesus told his followers to be salt and light in the world. Like salt, Christians should encourage what is good in the world. Pupils will understand that Like light, Christians should shine so people can see God in them. Jesus gave his followers the job of spreading his message around the world. This is the Great Commission. The Holy Spirit gives Christians strength for this task.
Key LOs	<ul style="list-style-type: none"> ➤ I can engage the idea with being on a mission ➤ I can enquire with what Christians mean by ‘Mission’. ➤ I can explore the Christian understanding of ‘Mission’ through bible narratives. ➤ I can explore the Christian understanding of ‘Mission’ through church practice
Key Vocabulary	Mission Pentecost Great Commission Marks of Mission

Key Learning Experiences	<ul style="list-style-type: none"> ➤ Describe how Jesus’ words about salt and light influence a Christian. ➤ Describe some things churches typically do as part of their mission to love God and love their neighbour. ➤ Describe what a Christian believes about the Holy Spirit and how he empowers Christians to make a difference in the world.
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Title	Sikhism – How do Sikhs put their beliefs about equality in practice?
Overview	Pupils will build on their prior knowledge that Sikhs believe in one God ‘Waheguru.’ We are all children of God. In this topic, pupils will engage with ideas that underpin the concept of equality. Pupils will explain and describe the ways in which equality is practised in the Sikh community, including Langar.
Knowledge Acquisition	Pupils will understand that Sikhs believe everyone is equal. That Sikhs believe: Guru Nanak taught that God was present in everyone. Pupils will learn that Everybody is equal because God is in each heart. We will understand that all Sikh boys are called Singh, and girls Kaur. These extra names show all are equal and important to God. Eating together in the langar helps put equality in practice. Finally, pupils will explore other ways in which equality are practised in the Sikh community.
Key LOs	<ul style="list-style-type: none"> ➤ I can engage with ideas that underpin the concept of equality ➤ I can enquire into the importance of equality to the Sikh community ➤ I can explore beliefs in equality in Sikh Story or Religious Text ➤ I can explore the ways in which equality is practised in the Sikh community
Key Vocabulary	Singh Kaur Langar Patka Gurdwara
Key Learning Experiences	<ul style="list-style-type: none"> ➤ Describe some similar things Sikhs do when they come to the gurdwara for worship and those which demonstrate equality. ➤ Describe how the names ‘kaur’ and ‘singh’ show the belief that all Sikhs are equal, valued and united. ➤ Explain and describe the practice of the langar.

Title	Christianity – What do Christians mean when they talk about the Kingdom of God?
Overview	Pupils will build on prior knowledge that Christians are followers of Jesus, the saviour of the world. They know He died but came back to life. A cross reminds Christians of his sacrifice, but is also a sign of commitment and God's love. Jesus told parables to teach about God. In this topic pupils will explore the kingdom of God through parables and the Lord's prayer.
Knowledge Acquisition	Pupils will understand that the Kingdom of God is not a place – it is present whenever people live God's way. Christians believe: In living God's way. Pupils will learn that Jesus summed this up with the Golden Rule: 'In everything do to others as you would have them do to you.' God is King. We will explore the Bible and the parables of Jesus that teach the right way to live. The Lord's Prayer is an important prayer because it is about wanting God's kingdom to come. Christians want to be part of spreading God's kingdom on earth.
Key LOs	<ul style="list-style-type: none"> ➤ I can engage with the idea of Kings and kingdoms ➤ I can enquire in the belief that Jesus is a king. ➤ I can explore Christian ideas about the Kingdom of God in Bible narrative ➤ I can explore Christian ideas about the Kingdom of God in church practice
Key Vocabulary	Parable The Lord's prayer
Key Learning Experiences	<ul style="list-style-type: none"> ➤ Be familiar with the Lord's Prayer and understand it was a prayer Jesus taught. ➤ Describe how Christians believe Jesus is king and want to follow his way of life. ➤ Recall at least one parable Jesus taught about God's Kingdom.

Title	Hinduism – How does the story of Rama and Sita inspire Hindus to follow their Dharma?
Overview	Pupils will build on their prior knowledge that Hindus believe we all have a soul. The soul is reincarnated when we die, it lives on and moves into a new body. We collect good and bad karma through our actions. In this topic, pupils will explore Hindu's idea of Dharma through narrative as well as understand the celebration of Rama and Sita (as an example of Dharma in the Hindu community).
Knowledge Acquisition	Pupils will learn that Dharma is about duty. Hindus believe: Everyone has their own DUTY or Dharma to fulfil in life. Dharma should be taken seriously -like playing a role in a team. Pupils will understand that Siblings have a duty to look after each other. Many Hindu stories are about those who follow their duty, no matter what. Hindu marriage joins two people for life, so they can fulfil their dharma together. Pupils will explore the characters of Rama and Sita, identifying what we can learn from them.
Key LOs	<ul style="list-style-type: none"> ➤ I can engage with the ideas of duties, roles and responsibilities. ➤ I can enquire into the characters of Rama and Sita ➤ I can explore Hindu ideas of Dharma through Hindu Narrative (story) ➤ I can explore the celebration of Rama and Sita's example of dharma in the Hindu Community
Key Vocabulary	Dharma Raksha Bandhan Murti Diwali Divas
Key Learning Experiences	<ul style="list-style-type: none"> ➤ Describe what a Hindu might learn from the story of Rama and Sita. ➤ Describe some things Hindus do to celebrate Rama and Sita's commitment to duty and describe how Hindus celebrate Diwali. ➤ Explain why Hindu children are encouraged to 'Be as Rama' or 'as Sita.'