



RE - Year A						
Year 5: Where can we find guidance about how to live our lives?						
UKS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Christianity - Why is it sometimes difficult to do the right thing?	Islam - Why is the Qur'an so important to Muslims?	Hinduism- What might Hindus learn from stories about Krishna?	Christianity- What do we mean by a miracle?	Christianity- How do people decide what to believe?	Judaism- Do people need laws to guide them?
Knowledge	<ul style="list-style-type: none"> * describe Christian beliefs about sin and forgiveness * describe and explain the teaching from Genesis 3 - of how Adam and Eve disobeyed God * suggest different ways that this story might be understood by Christians * describe and explain how and why Christians might use the Lord's Prayer * analyse and interpret the Lord's Prayer - and what guidance it provides for Christians * suggest things that might lead Christians into temptation in the modern world - and 	<ul style="list-style-type: none"> •explore Islamic beliefs about the Qur'an as the word of God •explain how and why the Qur'an is a source of guidance for life for a Muslim •explain the impact of believing that the Qur'an is divine revelation •describe and explain what Muslims believe when they describe Muhammad (pbuh) as the seal of the prophets •explain how and why Muslims might commemorate the Night of Power •describe and explain a variety of ways that Muslims might show respect for the Qur'an - and how this 	<ul style="list-style-type: none"> *make links between the story of Prince Prahlad and Hindu beliefs about devotion and loyalty * explain Hindu beliefs about Krishna and what stories about Krishna might teach Hindus * explain the Hindu belief that God is present in all people (through the atman) and the impact this might have on a believer * describe and explain a variety of ways that Hindus might celebrate the festival of Holi * suggest why there might be differences in the way that Hindu festivals are celebrated in India and how Hindu communities and individuals in the UK might celebrate 	<ul style="list-style-type: none"> •describe Christian beliefs about miracles as 'signs' of the divinity of Jesus •retell a selection of miracle stories - and explain what these might reveal to Christians about the nature of Jesus •describe why some Christians might go on pilgrimage to places associated with miraculous events •explain the impact that belief in miracles and the power of prayer might have on a Christian •explain the difference between 	<ul style="list-style-type: none"> •describe what Christians mean when they talk about one God in Trinity •identify the beliefs contained within the Apostle's Creed •explain why the Christian community (The Church) might want/need an agreed statement of belief •describe and explain the meaning of a range of symbols that might be used for the Trinity •explain how symbols might unite the worldwide Church •describe the role of places like Taizé where Christians from different backgrounds might come together to worship 	<ul style="list-style-type: none"> •Make links between beliefs and sacred texts (in this case, the Torah), including how and why religious sources are used to teach and guide believers •Explain the impact of Jewish beliefs and values - including reasons for diversity •Explain differing forms of expression within the context of Jewish worship. •Describe diversity of religious practices and lifestyle within



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	<p>how and why they might try to resist these temptations consider the different ways that myth and stories are and used</p> <ul style="list-style-type: none"> * explain how a 'truth' might be contained within a story * consider how they decide what is 'true' - and how there might be different types of truth * discuss and debate things that they consider to be true that others might disagree with 	<p>symbolises their respect for God</p> <ul style="list-style-type: none"> •explain how the teachings of the Qur'an might influence the actions and choices of a Muslim •discuss where people might look to for guidance about how to live - consider a range of sources of wisdom and authority •suggest when and why people might want guidance about how to live •discuss who or what has guided them in their own beliefs, values and commitments •reflect on what 'ultimate authority' might mean for them 	<ul style="list-style-type: none"> * explain how Holi celebrations might express Hindu beliefs about equality explain how festivals and celebrations might be helpful ways for communities and societies to pass on values, guidance and traditions * consider the different ways that myth and stories are and used * explain how a 'truth' might be contained within a story * consider how they decide what is 'true' - and how there might be different types of truth (eg. empirical truth, historical truth, spiritual truth) * discuss and debate things that they consider to be true that others might disagree with 	<p>fact, opinion and belief</p> <ul style="list-style-type: none"> •consider differing interpretations of the word miracle - i.e. an amazing event, a very lucky experience, a strange coincidence, an act of God •discuss their own beliefs - is there anything that they accept as truth which others may not agree with? •reflect on how they make decisions about what is/is not true 	<ul style="list-style-type: none"> •consider what we mean by sources of authority. Give examples of sources of authority that might guide individuals and communities - and the value of these as guidance for life •discuss different responses to sources of authority •raise meaningful questions about things that puzzle them •differentiate between questions that can be answered factually and those that have a range of answers, including personal beliefs and values 	<ul style="list-style-type: none"> •interpret the deeper meaning of symbolism - contained in stories, images and actions •Explain (with appropriate examples) where people might seek wisdom and guidance •Consider the role of rules and guidance in uniting communities •Discuss and debate the sources of guidance available to them •Consider the value of differing sources of guidance
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RE - Year B						
Year 6: Is life like a journey?						
UKS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2



	Christianity- How do Christians mark the 'turning points' on the journey of life?	Hinduism- Is there one journey or many?	Islam- What is Hajj and why is it important to Muslims?	Christianity - Why do Christians believe Good Friday is 'good'?	Buddhism- What do we mean by a 'good life'?	Christianity- If life is like a journey, what's the destination?
Knowledge	<p>*Explain how rituals (sacraments/rites of passage) might reflect Christian beliefs about their relationship with God</p> <p>*Explain how these rituals might differ between different denominations (eg. infant baptism and believer's baptism)</p> <p>* Analyse the importance of Christian rites of passage as an expression of faith and commitment</p> <p>*Use religious vocabulary to explain the symbolism of words and actions used within rituals and ceremonies</p> <p>*Discuss how people change during the course of their lifetime - and the key events that</p>	<p>analyse Hindu beliefs about samsara, karma and moksha and how these are linked</p> <p>* explain how belief in reincarnation might affect the way in which a Hindu views the 'journey of life'</p> <p>* explain how belief in reincarnation and the law of karma might affect the way a Hindu lives</p> <p>describe and explain the four ashramas (stages of life) in the life of a Hindu</p> <p>* explain how a person might change as they move from one ashrama to the next</p> <p>* consider the importance of the samskaras (rites of passage) in preparing a Hindu for the</p>	<p>* analyse the Five Pillars of Islam and how they are linked</p> <p>* explain how the beliefs and values of Islam might guide a person through life</p> <p>* explain the importance of the Ummah for Muslims and that this is a community of diverse members</p> <p>* describe and explain the importance of Hajj, including the practices, rituals and impact</p> <p>* explain how a person might change once becoming a hajji</p> <p>consider how important it is for a Muslim to go on hajj - and what this means for those who are unable to make the pilgrimage</p>	<p>•retell the events leading up to and including the death of Jesus</p> <p>•explain how beliefs about the suffering, death and resurrection of Jesus might guide and comfort a Christian during difficult times in their own life</p> <p>•explain how and why Christian individuals and communities might celebrate the events of Holy Week</p> <p>•use religious vocabulary to describe and explain the Eucharist</p> <p>•explain different Christian beliefs about the Eucharist and its importance</p>	<p>* analyse Buddhist beliefs and teachings about how to be content</p> <p>* explain Buddhist beliefs and values contained within the story of Prince Siddhartha</p> <p>* Make links between the story of the life of Prince Siddhartha and Buddhist beliefs and teachings about The Four Noble Truths</p> <p>* describe and explain what is involved in following the Eight-Fold Path of Buddhism - and the impact that following this might have on the life of a Buddhist.</p> <p>* consider the importance of daily meditation in Buddhism</p>	<p>•explain how beliefs about the death and resurrection of Jesus might affect the life of a Christian</p> <p>•explain (simply) Christian beliefs about salvation</p> <p>•explain how Christian beliefs about life after death might affect a believer's sense of purpose and behaviour throughout the journey of life</p> <p>•explore Christian ideas about forgiveness of sin and the different ways that people might seek to be forgiven (using terms such as confession, repentance, atonement, reconciliation)</p> <p>•analyse Christian teachings about the importance of forgiveness and</p>



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	<p>humans might mark on the journey of life</p> <p>*Consider the value of celebrating landmarks in life - for individuals and communities</p> <p>*Ask and respond thoughtfully to questions about how they have changed during their life so far and how they might continue to change</p> <p>*Discuss where they might find wisdom and guidance to help prepare them for the changes and responsibilities of different stages of life</p>	<p>commitments of each ashrama</p> <p>discuss the special milestones that we might celebrate during a person's lifetime</p> <p>* discuss how our rights, responsibilities and relationships with others might change as we go through life</p> <p>ask and respond thoughtfully to questions about their own journey of life</p> <p>* consider how events and influences so far have made them the person they are today and what has been important learning to prepare them for the future</p>	<p>* discuss the various events that might happen on the journey of life and how people might change over the course of their life</p> <p>* consider what support people might need on life's journey</p> <p>ask and respond thoughtfully to questions about their own journey of life - consider how they have changed so far, how they will continue to change and the support and guidance that might be needed</p>	<p>•consider how people might mature and become stronger through overcoming difficulties</p> <p>•consider the value of being part of a community on the 'journey of life'</p> <p>•raise questions and discuss the extent to which they agree that 'suffering makes you stronger'</p> <p>•discuss own experiences and attitudes towards the importance of having companionship on the journey of life</p>	<p>* discuss the meaning of contentment - is it the same as happiness, or something different?</p> <p>* raise questions about the human experience of being unsatisfied - why do humans so often want more than they have? To what extent does this prevent people from ever being happy?</p> <p>* ask and respond thoughtfully to questions about their own happiness - consider this as something that they are in control of</p> <p>* discuss the potential barriers to their happiness and what they can do to overcome these</p>	<p>examples of people who have put these teachings into practice</p> <p>•discuss differing ideas and opinions about the purpose of human life - and how these beliefs might influence relationships with others</p> <p>•discuss the importance of saying sorry and forgiveness in maintaining relationships with others</p> <p>•raise questions about the meaning and purpose of life and explain their own ideas and opinions (including influences)</p> <p>•reflect on the benefits and difficulties of forgiveness</p>
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