

## Wansbeck Primary School Long Term Unit Plan - RE - Cycle 1 - 2022/3

### EYFS

In EYFS, children begin to learn the RE skills through direct teaching and also have access to a variety of activities that they can explore in continuous provision. They will learn about how their world is culturally and socially diverse. They are able to develop their understanding of their community, increasing their knowledge and sense of the world and people around them, focusing on **Special People, Special times, Special Things and Special Books**. They will do this through a variety of ways, including direct teaching, visits to local places of worship and visitors to the school trips. They will also develop their understanding of RE through books including stories and non-fiction, rhymes and poems and role play. Children are encouraged to share news or traditions that may be of importance to them. For example a trip to a church or Synagogue. They will learn about important religious holidays e.g. Christmas, Easter, Diwali. There will be focus on the importance of 'respect' for others is highlighted in our school values and children are encouraged to discuss how their traditions, beliefs and opinions may differ or look the same as others.

Through these activities, children will develop substantive and disciplinary. In the EYFS, substantive knowledge in RE is taught sequentially through adult-led teaching and those which also naturally arise through child-initiated learning. Development of the substantive knowledge is achieved through deliberate practice so that children develop fluency in their knowledge and understanding. Disciplinary knowledge. In the EYFS, is the interpretation and independent use of learnt knowledge and skills. Embedded learning is identified by assessing what a child can do consistently and independently in a range of everyday situations. Disciplinary knowledge is also represented by children's independent use and application of the prime and specific areas of learning. By being able to explore freely and taught discretely, children will be able to develop their interest in the People, Culture and Communities, building foundations so that they are ready to develop their curiosity and questioning skills in KS1.

The following statements from Personal, Social and Emotional Development and Understanding the World will support the children in developing RE skills.

	F1 - 3 - 4 year old	F2 - 4 - 5 year old
Personal, Social and Emotional Development	Develop their sense of responsibility and membership of a community.	See themselves as a valuable individual. Think about the perspectives of others.
Understanding the World	Continue to develop positive attitudes about the differences between people.	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.
<b>ELG</b>		
Personal, Social and Emotional Development	<b>Building Relationships</b> Show sensitivity to their own and others' needs.	
Understanding the World	<b>Past and Present</b> Talk about the lives of the people around them and their roles in society.	

Understand the past through settings, characters and events encountered in books read in class and storytelling

**People and Communities**

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

Year Group	Autumn	Spring	Summer 1
Foundation Stage	<p><b>Special People/ Special times/ Special Things/ Special Books</b></p> <p>What do some Christians do to welcome a new baby into a family?            What symbols and artefacts are used in a Christian baptism (christening) and what do they represent?            What do other religions do to mark the birth of a new child?            How did Jesus show care for different people?            How do stories from other religions show care for others?</p> <p><u>Harvest</u>            What is Harvest Festival?            Why do people celebrate this time of year?            What do people do for others at Harvest time?</p> <p><u>Diwali</u>            What is Diwali            Who celebrates Diwali?            How do we know Diwali is happening?            What do people do to celebrate Diwali?            What makes a book or a thing special?            What do Christians consider a 'special' book or thing?            What do other religions consider a 'special' book or thing?</p> <p><u>Christmas</u>            What 'special' books and things are used at a Christian church service?            What 'special' books or things do other religions use at religious services and ceremonies?            What is Christmas            How do we celebrate Christmas?            Do all people celebrate Christmas?            How do Christians and other religious families prepare for Christmas? - consider other faiths and non-religious worldviews.</p>	<p><b>Special Places/ Special Times</b></p> <p>What is a resolution?            Do I have a resolution?            What would I like to get better at?            What places are special to me?</p> <p>What places are special to a child of faith?</p> <p>What places of worship are there?</p> <p>What is it like in a place of worship?            What is a special time for Hindu people?            What happens during Holi?            How do people celebrate Holi?            Where would people celebrate Holi?            What is it like inside a Hindu temple?            When is Easter?            What is Easter?            Why do Christians celebrate Easter?            How is Easter celebrated?</p>	<p><b>Special Times/ Special Books</b></p> <p>What is Ramadan?            What happens during Ramadan?            What is Eid ul Fitr?            Who celebrates Eid?            How do people celebrate Eid?            Where do people celebrate Eid?            What stories come from the Muslim faith?            What can we learn from these stories?            What special events/ celebrations/ rituals may happen in a person's life?            What happens during these celebrations/ rituals?            What is a baptism/ christening?            Where does it take place?            How do naming ceremonies take place in different faiths?            What special events/ celebrations/ rituals may happen in a person's life?            What happens during these celebrations/ rituals?            What happens at a wedding ceremony?            Where could a wedding take place for a person of faith or a person of no faith?            What music might be played at a wedding?</p>

	<p>What is the story of the nativity?</p>		
<p>Year 1/2 Overview  (Y2's curriculum)</p>	<p><u>Fossil Hunters/ Heroic Adventures</u></p> <p>Lead us not into Temptation/ Right or Wrong?</p> <p>How do people decide what is right or wrong? What do faith stories say about the value of each individual? What are the special rules and values that religious people follow?</p> <p>Christmas</p> <p>Which festivals are important to faith members? What stories are told at different religious festivals?</p>	<p><u>Colours in the Rainbow/ Fiery Dragons</u></p> <p>Believing/ What is True?</p> <p>What do people of faith believe? What are the different ways in which people of faith express their beliefs?</p> <p>Easter</p> <p>Which festivals are important to faith members? What stories are told at different religious festivals?</p>	<p><u>Rainforest Romp/ Seaside Rescue</u></p> <p>Questions, Questions??? What are the big Questions?</p> <p>What are life's big questions? Who is God to people of faith?</p>
<p>Year 2</p>	<p>Explore the concept of temptation and how people choose between right and wrong. Look at stories from different religions that illustrate the consequences of making right or wrong choices. Children will identify similarities and the ways these stories are the basis of rules in society.</p> <p><u>End of KS1 outcomes</u> Pupils should be able to</p> <ul style="list-style-type: none"> <li>- Talk about how people make choices</li> <li>- Talk to faith members about how they make moral choices</li> <li>- Retell faith stories about the value of each individual</li> <li>- Talk sensitively about people of different faiths</li> <li>- Make links between religious rules and values for living</li> </ul> <p><u>Christmas End of KS1 outcomes</u></p> <ul style="list-style-type: none"> <li>- Name some religious festivals and say how faith members celebrate them</li> <li>- Describe and explain some traditions linked to religious festivals</li> <li>- Suggest reasons why festivals are important</li> <li>- Talk about how stories are celebrated at different religious festivals</li> </ul>	<p>Build on children's learning about how beliefs are expressed. Introduce key figures from the Old and /new Testaments, alongside stories from other religious traditions. Focus on key beliefs demonstrated in the stories and the commitments that stem from those beliefs.</p> <p><u>End of KS1 outcomes</u> Pupils should be able to</p> <ul style="list-style-type: none"> <li>- Name some beliefs of two different faiths</li> <li>- Recognise beliefs that are the same for different faiths</li> <li>- Describe how religious people may express their beliefs in action</li> <li>- Consider a prayer or text that expresses belief</li> </ul> <p><u>Easter End of KS1 outcomes</u></p> <ul style="list-style-type: none"> <li>- Name some religious festivals and say how faith members celebrate them</li> <li>- Describe and explain some traditions linked to religious festivals</li> <li>- Suggest reasons why festivals are important</li> <li>- Talk about how stories are celebrated at different religious festivals</li> </ul>	<p>Children will develop and explore their own Big Questions about how the world and other things came about. Consider some of the answers faith members may offer and celebrate the idea that people may think differently and that it's OK to disagree</p> <p><u>End of KS1 outcomes</u> Pupils should be able to</p> <ul style="list-style-type: none"> <li>- Understand that some questions have no simple answers</li> <li>- Ask and talk about Big Questions and suggest some answers</li> <li>- Know that religions may offer different answers to the same question</li> <li>- Identify names for god in different faiths</li> <li>- Express what believers say god is like</li> </ul>

<p>Year 3/ 4 Overview</p> <p>(Y4's curriculum)</p>	<p><u>Stone Age/ Vicious Invaders or Sensible Settlers</u></p> <p>Communities, Where is Religion</p> <p>How do religious values provide rules for living?</p> <p>Christmas</p> <p>What is the significance of religious festivals and rituals? How do people express their beliefs?</p>	<p><u>Our Artic Expedition/ The War of the Roses</u></p> <p>People who Inspire Us, What Makes a Saint?</p> <p>How is commitment demonstrated in the lives of significant people of faith? What motivates faith believers to get involved in different causes?</p> <p>Easter</p> <p>What is the significance of religious festivals and rituals? How do people express their beliefs?</p>	<p><u>The Lonely Planet/ Romans</u></p> <p>Our World, Who Cares?</p> <p>What is an ultimate question? How did the universe begin? Why is it important to look after Earth? Who is god?</p>
<p>Year 4</p>	<p>Opportunities for pupils to find out more about their locality and local community, to explore the diversity of religion found within, and to study a religious community in depth. Questions should be asked about living in a multicultural society.</p> <p><u>End of KS2 outcomes</u> Pupils should be able to</p> <ul style="list-style-type: none"> <li>- Give examples of beliefs and values from different faiths</li> <li>- Describe the impact of religious beliefs, values and rules on the life of a believer</li> </ul> <p><u>Christmas End of KS2 outcomes</u> Pupils should be able to</p> <ul style="list-style-type: none"> <li>- Identify the stories celebrated at festivals from different faiths</li> <li>- Explain the meaning behind the celebration of festivals and rituals from different faiths</li> <li>- Identity symbols and artefacts which are important for at least two different faiths</li> <li>- Explain how artefacts and symbols express the beliefs of faith members</li> <li>- Recognise different forms of religious and spiritual expression</li> </ul>	<p>Explore the concept of commitment and provide opportunity to explore lives of people who have been inspired by religion to perform heroic deeds or dedicate their lives to a cause.</p> <p><u>End of KS2 outcomes</u> Pupils should be able to</p> <ul style="list-style-type: none"> <li>- Explain why significant people of faith acted according to their commitments</li> <li>- Explain how people are inspired by actions of significant people of faith</li> <li>- Explain the values that motivate people of faith to respond to a cause</li> <li>- Give reasons why people may choose to make sacrifices to improve the lives of others</li> </ul> <p><u>Easter End of KS2 outcomes</u> Pupils should be able to</p> <ul style="list-style-type: none"> <li>- Identify the stories celebrated at festivals from different faiths</li> <li>- Explain the meaning behind the celebration of festivals and rituals from different faiths</li> <li>- Identity symbols and artefacts which are important for at least two different faiths</li> <li>- Explain how artefacts and symbols express the beliefs of faith members</li> <li>- Recognise different forms of religious and spiritual expression</li> </ul>	<p>Build on understanding and appreciation of the natural world. Focus on the uniqueness of the earth as our world that everyone has a duty to respect and conserve. Explore how various faiths explain some of life's big and difficult to answer questions about god, creation and man's responsibilities toward the Earth.</p> <p><u>End of KS2 outcomes</u> Pupils should be able to</p> <ul style="list-style-type: none"> <li>- Identify what makes some questions ultimate</li> <li>- Offer answers to an ultimate question from different faith perspectives</li> <li>- Compare different beliefs about how the universe began making reference to sacred texts</li> <li>- Compare religious teachings to see how faith members should care for the Earth</li> <li>- Show understanding of stewardship and suggest actions everyone can take</li> <li>- Explain how people of different faiths describe what god is like</li> <li>- Identify what different sacred writings say about the attributes of god</li> </ul>

<p>Year 5/ 6 Overview</p> <p>(Y6's Curriculum)</p>	<p><u>Does War resolve Conflict?/ Animals Vs Humans</u></p> <p>Justice and Freedom, Is it Fair?</p> <p>What is the meaning of justice and freedom? Why should people be good? What do religions teach about forgiveness and reconciliation?</p> <p>Christmas</p> <p>How do the lives of faith founders influence believers? What is the value of participating in a religious festival or ritual?</p>	<p><u>The wonderful Mayans/ World of Water</u></p> <p>Living a Faith, What is Identity?</p> <p>Which religious rituals show identity and belonging to different traditions? What is the value of participating in a religious festival or ritual?</p> <p>Easter</p> <p>How do the lives of faith founders influence believers? What is the value of participating in a religious festival or ritual?</p>	<p><u>Crime and Punishment/ Ancient Greece</u></p> <p>Hopes and Visions, What is Life About?</p> <p>What is an ultimate question? Who is god?</p>
<p>Year 6</p>	<p>Provide opportunities for pupils to explore and explain the concepts of justice and freedom. Consider how justice is significant in stories from religions and in secular life. Consider what religions teach about forgiveness and how reconciliation may take place. Pupils should be able to explain what freedom and justice, forgiveness and reconciliation mean. They should be able to show how this is demonstrated in the lives of people of different faiths and worldviews.</p> <p><u>End of KS2 outcomes</u> Pupils should be able to</p> <ul style="list-style-type: none"> <li>- Explain what freedom means to people of faith</li> <li>- Show understanding of the beliefs and feelings of faith members who have experienced injustice</li> <li>- Explain their hopes and dreams for a just world</li> <li>- Identify the responses of different religions to ethical questions</li> <li>- Identify the impact of a religious teaching such as forgiveness on a believer's actions</li> <li>- Describe the ways in which people of faith have demonstrated forgiveness and reconciliation</li> <li>- Identify the impact that reconciliation has on community harmony</li> </ul> <p><u>Christmas End of KS2 outcomes</u> Pupils should be able to</p> <ul style="list-style-type: none"> <li>- Identify key events in the lives of faith founders and their impact on those around them</li> <li>- Explain the relevance of different faith founders for their followers today</li> </ul>	<p>Explore the concept of religious identity through the way people live and practice their beliefs. There is a focus on how rites of passage (may include death and bereavement) give shape to a person's identity. Consider the ways in which these milestones impact on families and the wider community. Pupils should have a view about who and what influences someone to be who they are and what may shape their identity.</p> <p><u>End of KS2 outcomes</u> Pupils should be able to</p> <ul style="list-style-type: none"> <li>- Suggest how the milestones of life give sense of identity and belonging for faith members</li> <li>- Compare the experience of participating in a religious festival or celebration around the world</li> <li>- Reflect and share how religious celebrations and rituals have an impact on the community</li> </ul> <p><u>Easter End of KS2 outcomes</u> Pupils should be able to</p> <ul style="list-style-type: none"> <li>- Identify key events in the lives of faith founders and their impact on those around them</li> <li>- Explain the relevance of different faith founders for their followers today</li> <li>- Compare the experience of participating in a religious festival or celebration around the world</li> <li>- Reflect and share how religious celebrations and rituals have an impact on the community</li> </ul>	<p>Provide opportunities for pupils to consider the significance and impact of some key teachings, and the ways in which they have shaped believers' responses to ultimate questions. Pupils should investigate different ideas about god and humanity. They should ask ultimate questions from different perspectives.</p> <p><u>End of KS2 outcomes</u> Pupils should be able to</p> <ul style="list-style-type: none"> <li>- Identify what makes some questions ultimate</li> <li>- Offer answers to an ultimate question from different faith perspectives</li> <li>- Explain how people of different faiths describe what god is like</li> <li>- Identify what different sacred writings say about the attributes of god</li> </ul>

	<ul style="list-style-type: none"> <li>- Compare the experience of participating in a religious festival or celebration around the world</li> <li>- Reflect and share how religious celebrations and rituals have an impact on the community</li> </ul>		
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**Wansbeck Primary School Long Term Plan - RE - Cycle 2 - 2023/4**

<p><b>Foundation Stage</b></p>	<p><b>Special People/ Special times/ Special Things/ Special Books</b></p> <p>What do some Christians do to welcome a new baby into a family?          What symbols and artefacts are used in a Christian baptism (christening) and what do they represent?          What do other religions do to mark the birth of a new child?          How did Jesus show care for different people?          How do stories from other religions show care for others?</p> <p><u>Harvest</u>          What is Harvest Festival?          Why do people celebrate this time of year?          What do people do for others at Harvest time?</p> <p><u>Diwali</u>          What is Diwali          Who celebrates Diwali?          How do we know Diwali is happening?          What do people do to celebrate Diwali?          What makes a book or a thing special?          What do Christians consider a 'special' book or thing?          What do other religions consider a 'special' book or thing?</p> <p><u>Christmas</u>          What 'special' books and things are used at a Christian church service?          What 'special' books or things do other religions use at religious services and ceremonies?          What is Christmas          How do we celebrate Christmas?          Do all people celebrate Christmas?          How do Christians and other religious families prepare for Christmas? - consider other faiths and non-religious worldviews.          What is the story of the nativity?</p>	<p><b>Special Places/ Special Times</b></p> <p>What is a resolution?          Do I have a resolution?          What would I like to get better at?          What places are special to me?</p> <p>What places are special to a child of faith?</p> <p>What places of worship are there?</p> <p>What is it like in a place of worship?          What is a special time for Hindu people?          What happens during Holi?          How do people celebrate Holi?          Where would people celebrate Holi?          What is it like inside a Hindu temple?          When is Easter?          What is Easter?          Why do Christians celebrate Easter?          How is Easter celebrated?</p>	<p><b>Special Times/ Special Books</b></p> <p>What is Ramadan?          What happens during Ramadan?          What is Eid ul Fitr?          Who celebrates Eid?          How do people celebrate Eid?          Where do people celebrate Eid?          What stories come from the Muslim faith?          What can we learn from these stories?          What special events/ celebrations/ rituals may happen in a person's life?          What happens during these celebrations/ rituals?          What is a baptism/ christening?          Where does it take place?          How do naming ceremonies take place in different faiths?          What special events/ celebrations/ rituals may happen in a person's life?          What happens during these celebrations/ rituals?          What happens at a wedding ceremony?          Where could a wedding take place for a person of faith or a person of no faith?          What music might be played at a wedding?</p>
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<p>Year 1/ 2 Overview</p> <p>(Y1's curriculum)</p>	<p><u>Fossil Hunters/ Heroic Adventures</u></p> <p>Belonging/ Who belongs?</p> <p>Why are symbols and artefacts important to some people? How does a person of faith live their life? What are the religious rituals and ceremonies connected with important times in life?</p> <p>Christmas</p> <p>Which festivals are important to faith members? What stories are told at different religious festivals?</p>	<p><u>Colours in the Rainbow/ Fiery Dragons</u></p> <p>Worship/ Why Worship?</p> <p>How and why do people of faith worship? How is a place of worship used? What makes a holy book special?</p> <p>Easter</p> <p>Which festivals are important to faith members? What stories are told at different religious festivals?</p>	<p><u>Rainforest Romp/ Seaside Rescue</u></p> <p>What a Wonderful World/ Why is the World Special</p> <p>Why are creation stories important to faith members? How do different faiths say the world should be cared for?</p>
<p>Year 1</p>	<p>This unit focuses on what it means to belong and enquire how a faith member has a sense of belonging to their faith. Present different kinds of family through story, persona dolls, puppets and explore what it means to belong to a faith family, becoming a member and keeping the rules. Make use of stories from sacred texts and think about what believers can learn from them.</p> <p><u>Endo of KS1 outcomes</u> Pupils should be able to</p> <ul style="list-style-type: none"> <li>- Reflect on what is special to themselves and others</li> <li>- Identify connections to religion and belief in the community</li> <li>- Identify precious things for people of faith</li> <li>- Explain how a person shows religion in their life</li> <li>- Talk about the lives of children from two different faith communities</li> <li>- Say why religious people celebrate an important life event</li> <li>- Think about what matters most in a religious ceremony, including symbols and artefacts</li> <li>- Say why people of faith make promises</li> </ul> <p><u>Christmas End of KS1 outcomes</u> Pupils should be able to</p> <ul style="list-style-type: none"> <li>- Name some religious festivals and say how faith members celebrate them</li> <li>- Describe and explain some traditions linked to religious festivals</li> <li>- Suggest reasons why festivals are important</li> <li>- Talk about how stories are celebrated at different religious festivals</li> </ul>	<p>This unit builds on children's previous learning around special places and objects in EYFS. Take opportunities to visit places of worship, either in real time or virtually; identify their key features; link to cross curricular studies within the local community. Pupils will understand how places of worship are used and this leads directly into learning about the celebrations of festivals - Easter, Eid, Holi, Baisakhi, Pesach.</p> <p><u>Endo of KS1 outcomes</u> Pupils should be able to</p> <ul style="list-style-type: none"> <li>- Describe different ways people may worship</li> <li>- Recognise aspects of worship common to more than one faith</li> <li>- Reflect on the importance of worship in the life of a believer</li> <li>- Name the parts of two places of worship for different faiths</li> <li>- Describe how the building and its artefacts are used in different ways</li> <li>- Recognise and name the holy books of different faiths</li> <li>- Retell a story from two different faiths and say what they mean for the believer</li> </ul> <p><u>Easter End of KS1 outcomes</u> Pupils should be able to</p> <ul style="list-style-type: none"> <li>- Name some religious festivals and say how faith members celebrate them</li> <li>- Describe and explain some traditions linked to religious festivals</li> <li>- Suggest reasons why festivals are important</li> <li>- Talk about how stories are celebrated at different religious festivals</li> </ul>	<p>This unit builds on children's previous learning around 'special' places in EYFS. Explore and appreciate the natural world; listen to Jewish/ Christian and other worldviews about how the world came into being; discuss traditional and contemporary creation stories and consider ways in which we can all help care for the world.</p> <p><u>Endo of KS1 outcomes</u> Pupils should be able to</p> <ul style="list-style-type: none"> <li>- Recall some creation stories from different traditions</li> <li>- Identify similarities and differences between creation stories</li> <li>- Talk about the meaning of two different creation stories</li> <li>- Say why the world is a special place for faith members</li> <li>- Talk about ways that everyone can play their part in caring for the world</li> </ul>

<p>Year 3/ 4 Overview</p> <p>(Y3's Curriculum)</p>	<p><u>Stone Age/ Vicious Invaders or Sensible Settlers</u></p> <p>Remembering, Why Remember?</p> <p>What is the value of participating in a religious festival or ritual? What is the significance of religious festivals and rituals?</p> <p>Christmas</p> <p>What is the significance of religious festivals and rituals? How do people express their beliefs?</p>	<p><u>Our Artic Expedition/ The War of the Roses</u></p> <p>Founders of Faith, Who What and When?</p> <p>How do the lives of faith founders influence believers? What do key religious figures teach?</p> <p>Easter</p> <p>What is the significance of religious festivals and rituals? How do people express their beliefs?</p>	<p><u>The Lonely Planet/ Romans</u></p> <p>Sacred Places, What is Sacred?</p> <p>What makes a place sacred? Which religious rituals show identity and belonging for different traditions?</p>
<p>Year 3</p>	<p>Provide opportunities to explore remembrance in the context of some important religious and secular festivals; include Remembrance Day and festivals which remember or commemorate people or events in the past. Interpret the stories behind religious festivals. Explore actions and rituals associated with festivals, celebrations and times of remembering. Consider how symbols and artefacts may be used to express what is remembered. Pupils should have a good understanding of the purpose and value of religious and community celebrations.</p> <p><u>End of KS2 outcomes</u> Pupils should be able to</p> <ul style="list-style-type: none"> <li>- Compare the experience of participating in a religious festival or celebration around the world</li> <li>- Reflect and share how religious celebrations and rituals have an impact on the community</li> <li>- Identify the stories celebrated at festivals</li> <li>- Explain the meaning behind the celebration of festivals and rituals of different faiths</li> </ul> <p><u>Christmas End of KS2 outcomes</u> Pupils should be able to</p> <ul style="list-style-type: none"> <li>- Identify the stories celebrated at festivals from different faiths</li> <li>- Explain the meaning behind the celebration of festivals and rituals from different faiths</li> <li>- Identify symbols and artefacts which are important for at least two different faiths</li> </ul>	<p>Investigate the lives of two key figures who may be described as founders of their faiths, such as Jesus, St Paul, Mohammad (pbuh), Guru Nanak, Baha'ullah, the Buddha and Abraham. Consider some key beliefs and how faith members follow the teachings of those founders. Pupils should know the key events in the lives in the lives of two key religious figures; they should be able to talk about some key teachings.</p> <p><u>End of KS2 outcomes</u> Pupils should be able to</p> <ul style="list-style-type: none"> <li>- Identify key events in the lives of faith founders and their impact on those around them</li> <li>- Explain the relevance of different faith founders for their followers today</li> <li>- Explain the significance of the key teachings of faith founders for faith members</li> <li>- Describe the teachings of key religious figures, identifying some similarities and differences</li> <li>- Reflect on the teachings of key religious figures and how these teachings impact on society</li> </ul> <p><u>Easter End of KS2 outcomes</u> Pupils should be able to</p> <ul style="list-style-type: none"> <li>- Identify the stories celebrated at festivals from different faiths</li> <li>- Explain the meaning behind the celebration of festivals and rituals from different faiths</li> <li>- Identify symbols and artefacts which are important for at least two different faiths</li> </ul>	<p>This unit builds on work from unit 1.2 Worship and provides opportunities to observe worship in more than one faith, focusing on its significance for faith members. Make links with a local place of worship and contrast with a place of worship from a different faith. Consider the ways people celebrate milestones of life such as marriage in a sacred place. Find out how tradition and ceremony is part of the life of a religious community. Pupils should understand what makes a place sacred and to whom; how the place is used to mark the milestones of life.</p> <p><u>End of KS2 outcomes</u> Pupils should be able to</p> <ul style="list-style-type: none"> <li>- Show understanding of what is sacred for believers in religious places</li> <li>- Describe the uses of sacred places, symbols and artefacts by believers and the community</li> <li>- Explain how activities at local places of worship create a sense of community</li> <li>- Suggest how the milestones of life give a sense of identity and belonging for faith members</li> <li>- Identify symbols and artefacts which are important for at least two different faith members</li> <li>- Explain how artefacts and symbols express the beliefs of faith members</li> <li>- Recognise different forms of religious and spiritual expression</li> </ul>

	<ul style="list-style-type: none"> <li>- Explain how artefacts and symbols express the beliefs of faith members</li> <li>- Recognise different forms of religious and spiritual expression</li> </ul>	<ul style="list-style-type: none"> <li>- Explain how artefacts and symbols express the beliefs of faith members</li> <li>- Recognise different forms of religious and spiritual expression</li> </ul>	
<p>Year 5/ 6 Overview</p> <p>(Y5's Curriculum)</p>	<p><u>Does War resolve Conflict?/ Animals Vs Humans</u></p> <p>Expression, How is Belief expressed?</p> <p>How do believers worship? How do people express their beliefs?</p> <p>Christmas</p> <p>How do the lives of faith founders influence believers? What is the value of participating in a religious festival or ritual?</p>	<p><u>The wonderful Mayans/ World of Water</u></p> <p>Faith in Action, What are the Challenges?</p> <p>What do key religious figures teach? How do the lives of faith founders influence believers?</p> <p>Easter</p> <p>How do the lives of faith founders influence believers? What is the value of participating in a religious festival or ritual?</p>	<p><u>Crime and Punishment/ Ancient Greece</u></p> <p>Pilgrimage, Why Pilgrimage?</p> <p>What is the value of participating in a religious festival or ritual? What makes a place sacred? Why do people of faith make a pilgrimage?</p>
<p>Year 5</p>	<p>Pupils will investigate religious expression in all its diversity, considering different ways of expressing belief through a range of creative media and in their actions. They explore the meaning of symbols and activities expressing belief.</p> <p><u>End of KS2 outcomes</u> Pupils should be able to</p> <ul style="list-style-type: none"> <li>- Describe some different ways people communicate with their god</li> <li>- Consider the meaning of different forms of religious worship and how they are expressions of belief</li> <li>- Identify symbols and artefacts which are important for at least two different faiths</li> <li>- Explain how artefacts and symbols express the beliefs of faith members</li> <li>- Recognise different forms of religious and spiritual expression</li> </ul> <p><u>Christmas End of KS2 outcomes</u> Pupils should be able to</p> <ul style="list-style-type: none"> <li>- Identify key events in the lives of faith founders and their impact on those around them</li> <li>- Explain the relevance of different faith founders for their followers today</li> <li>- Compare the experience of participating in a religious festival or celebration around the world</li> </ul>	<p>This unit is an opportunity to explore in greater depth the impact of the teaching of faith founders and other religious figures and the influence they had - and continue to have - today. In addition, contrast the ideas and influence of significant people who hold non-religious worldviews. There are elements of personal development covered in this unit. Pupils should know something of the challenges posed by choosing to live a life of faith.</p> <p><u>End of KS2 outcomes</u> Pupils should be able to</p> <ul style="list-style-type: none"> <li>- Explain the significance of the key teachings of faith founders for faith members</li> <li>- Describe the teachings of key religious figures, identifying some similarities and differences</li> <li>- Reflect on the teachings of key religious figures and how these teachings impact on society</li> <li>- Identify key events in the lives of faith founders and their impact on those around them</li> <li>- Explain the relevance of different faith founders for their followers today</li> </ul> <p><u>Easter End of KS2 outcomes</u> Pupils should be able to</p> <ul style="list-style-type: none"> <li>- Identify key events in the lives of faith founders and their impact on those around them</li> </ul>	<p>This is a stand-alone unit building on an understanding of 'journey' to investigate the impact of pilgrimage on participants, exploring local, national and global pilgrimage sites for different faiths. It is important where possible to visit a local sacred place which may be a place of pilgrimage for some - church, cathedral, cemetery, memorial, garden, tree, monument, quiet space. Pupils will understand the purpose of making a pilgrimage, what happens during pilgrimage and its impact.</p> <p><u>End of KS2 outcomes</u> Pupils should be able to</p> <ul style="list-style-type: none"> <li>- Compare the experience of participating in a religious festival or celebration around the world</li> <li>- Reflect and share how religious celebrations and rituals have an impact on the community</li> <li>- Show understanding of what is sacred for believers in religious places</li> <li>- Describe the uses of sacred places, symbols and artefacts by believers and the community</li> <li>- Compare key places of pilgrimage and identify why a faith member might go there?</li> <li>- Describe and show understanding of actions carried out by a pilgrim before, during and after pilgrimage</li> </ul>

	<ul style="list-style-type: none"><li>- Reflect and share how religious celebrations and rituals have an impact on the community</li></ul>	<ul style="list-style-type: none"><li>- Explain the relevance of different faith founders for their followers today</li><li>- Compare the experience of participating in a religious festival or celebration around the world</li><li>- Reflect and share how religious celebrations and rituals have an impact on the community</li></ul>	<ul style="list-style-type: none"><li>- Suggest ideas about the meaning of pilgrimage to a believer and the impact on their life</li></ul>
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