



RE – Year 1 Learning Objectives – Autumn – Topic 1



How did the world begin?

(Kapow Lessons 2 & 3)

Intended outcome of the unit

Pupils who are secure will be able to:

Say whether or not there is proof that a statement is true.

Explain why they believe something to be true.

Listen attentively to their partner.

Explain how they feel about something they have created.

Talk about what is meant by creation.

Retell the key parts of the Christian and Jewish creation story.

Understand that Christian and Jewish people generally believe the creation story in Genesis explains how the world was created.

Talk about what the Hindu creation story might tell some people about God.

Make links between the Hindu, Jewish and Christian creation stories studied.

Describe what people might think about God.

Use art to express their ideas about how the world was created.

Explain their ideas verbally or in writing.

Key Vocab

belief
believe
Brahman
Christian
Christian Bible
creation
creator
God

Hindu
Jewish
worldview
proof
religion
respect
scripture
Torah

[Lesson 2: What might some Jewish and Christian people think about creation?](#)

[Lesson 3: What do some Hindu people believe about creation?](#)

To know that some people believe God created the world as described in Genesis.

To recognise that there are different creation stories to explain how the world began.



RE – Year 1 Learning Objectives – Autumn – Topic 2

What do some people believe God looks like?

(Kapow Lessons 2, 3 & 4)

Intended outcome of the unit

Pupils who are **secure** will be able to:

Recognise that different people have different beliefs about God's form and appearance.

Explain how art can be used to express feelings towards God.

Recognise that some Hindu people believe God has many forms.

Understand and explain that the story shows some people believe Jesus is the son of God and God on Earth.

Recognise and explain how Christian, Muslim and Hindu people refer to God.

Identify and describe one representation of God from these religions.

Show respect for differences and similarities in how different religions represent God.

Explain why people use different names for God and show respect for the different names for God across religions.

[Lesson 2: What do some Muslim people believe about God?](#)

To explain how some Muslim people express their ideas about God.

[Lesson 3: What do some Hindu people believe God looks like?](#)

To recognise some of the different forms of God in the Hindu worldview.

[Lesson 4: What do some Christian people believe God looks like?](#)

To recognise that many Christian people believe Jesus is the son of God and God on Earth.

Key Vocab

Allah
belief
believe
Brahman
Christian
Christian Bible
Christmas
God

Hindu
idea
Jesus
Muslim
religion
respect
worldview



RE – Year 1 Learning Objectives – Spring – Topic 1

Why should we care for the world?

(Kapow Lessons 3, 4, 5 & 6)

Intended outcome of the unit
Pupils who are secure will be able to:
Explain different beliefs about who owns the world.
Recognise the belief that humans were created last for a reason.
Recognise why only humans can care for the world.
Identify the belief that God created humans as stewards over nature through scripture.
Recognise what some stories about Muhammad tell us about looking after the world.
Express why stewardship is important to some Muslim people.
Identify why people who believe in ahimsa may think it is important to look after all living creatures.
Identify reasons why it is important to care for the world.

Lesson 3: Why do some people believe we should care for the world?	Lesson 4: What do some Muslim people believe about caring for the world?	Lesson 5: What other reasons are there for caring for the world?	Lesson 6: Why should we care for the world?
To understand the meaning of stewardship through exploring quotes.	To investigate what some Muslims believe about caring for the world by exploring stories about Muhammad.	To understand why some people believe it is important to care for the world by exploring ahimsa.	To understand the importance of taking care of the world from different views.

Key Vocab	
ahimsa	Hindu
belief	Humanist
Bible	Jewish
Brahma	mitzvot
Brahman	ownership
care	qualities
Christian	religion
creation	responsibility
creator	scripture
Earth	stewardship
environment	Torah
gift	



RE – Year 1 Learning Objectives – Spring – Topic 2

Why should we care for others?

(Kapow Lessons 2 & 3)

Intended outcome of the unit

To know:

- Some people believe that humans have a special relationship with God.
- Many people give money, time or donations to charity as a way of showing that caring for others is important.
- That followers often read religious stories.
- Some stories may guide people to care for others.
- Religious (and non-religious) groups often provide support and care to their local and worldwide communities.
- People with similar worldviews often work together to care for the world and others.

Lesson 1: How might Muslim people show they care for others?

To investigate why many Muslims believe it is important to care for others by exploring Zakat.

Lesson 2: Is giving always the same?

To investigate why some ways of caring might take more effort and receive less thanks than others by exploring Tzedakah.

Key Vocab

Act of kindness	Allah
Charity	Christian
Creation	Donate
Fair	God
Guidance	Humanist
Jesus	Jewish
Muslim	Religion
Responsibility	Scripture
Service	Sewa
Sikh	



RE – Year 1 Learning Objectives - Summer

How do we know that new babies are special?

<u>Lesson 1: How do we know that babies are special?</u>	<u>Lesson 2: What do some Muslim people do to show a new baby is special?</u>	<u>Lesson 3: What is Aqiqah and why is it important to some Muslims?</u>	<u>Lesson 4: What is Jatakarma and why is it important to some Hindu people?</u>	<u>Lesson 5: What promises might some people make for a new baby?</u>	<u>Lesson 6: How are some babies named?</u>
To explore the belief in a God that created humans and suggest why babies are special to parents.	To explain why some Muslim people welcome a new baby with the Adhan.	To explain how some Muslim people welcome a new baby by investigating Aqiqah.	To explain how some Hindu people welcome a new baby by exploring Jatakarma.	To explore how promises are made during Christian baptism ceremonies.	To identify why names are sometimes an important part of baby naming ceremonies.

<u>Intended outcome of the unit</u>
<p>To know:</p> <ul style="list-style-type: none"> - Some people believe that Humans have a special relationship with God. - Many people have special ceremonies when babies are born. - Some religious and non-religious people carry out ceremonies when babies are born to welcome them into their community. - Religious baby welcoming ceremonies often include symbols and actions to show the baby's relationship with God.

<u>Key Vocab</u>	
Adhan Aqiqah Brahman Ceremony Church Creation Godparents Humanist Muslim Promise Trimurti	Allah Baptism Celebration Christian God Hindu Jatakarma Namakarana Religion Zakat



RE – Year 2 Learning Objectives – Autumn

Why do we need to give thanks?

Intended outcome of the unit
<p>Pupils who are secure will be able to:</p> <p>Identify reasons people may feel thankful and how this is expressed.</p> <p>Explain how some people celebrate harvest time.</p> <p>Identify the meaning behind some harvest celebrations and practices.</p> <p>Talk about what Hindu and Christian followers might learn from stories about gratitude.</p> <p>Explain how some Hindus and Christians show their gratitude to God.</p> <p>Explain how Hindu worship may reflect a person's beliefs about gratitude to God.</p> <p>Recognise how worship through songs can be used to express thanks to God.</p> <p>Express ideas about gratitude using music.</p>

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Introductory lesson: Respectful Religion and worldviews - What are big questions?	Lesson 1: How and why do people show thanks?	Lesson 2: Why is harvest an important time for giving thanks?	Lesson 3: How and why do some people thank God?	Lesson 4: How can puja express thanks?	Lesson 5: How do some Christians use music to express gratitude?
To identify and discuss big questions.	To identify how and why some people say thank you.	To appreciate why harvest is an important time to express gratitude.	To identify some of the ways and reasons Hindus and Christians might show their gratitude to God.	To describe how and why some Hindus use puja to express gratitude to God.	To describe how Christian worship songs are used to express gratitude to God.

Key Vocab	
deity disciples express festival	mandir puja shrine worship



RE – Year 2 Learning Objectives - Spring

What is a prophet?

Intended outcome of the unit

Pupils who are **secure** will be able to:

Identify how some prophets' feelings changed and explain the people's reactions to new prophets.

Understand the promises God made to some individuals, including promises shared across the Christian and Jewish worldviews.

Describe the story of the Night Journey and identify common prophets in the Muslim, Christian and Jewish worldviews.

Explain Jesus' varied role in the Jewish, Christian and Muslim worldviews, identifying similarities and differences in these perspectives.

Describe how a guru might be similar to a prophet.

Explain what makes some prophets important to the people in the worldviews they explore.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Lesson 1: What characteristics did some prophets have?	Lesson 2: Why were some prophets reluctant to accept their role?	Lesson 3: What promises did God make to some prophets?	Lesson 4: How do we know that Muhammad was the last prophet in the Muslim worldview?	Lesson 5: Why is Jesus important to some religious people?	Lesson 6: Why might some Sikhs believe Guru Nanak is special?
To identify the characteristics of a prophet by exploring a story.	To investigate stories about people's responses to the role of a prophet.	To explore the promises made to some prophets in stories and scriptures.	To investigate how the role of Muhammad is important to some Muslims using stories and scripture.	To explore the role of Jesus in different worldviews using stories and scripture.	To explain the importance of Guru Nanak for some Sikhs by looking at key events and teachings.

Key Vocab

characteristic	Peace be upon him
chosen	Qur'an
doubt	Messiah
messenger	Yeshua
special	Jesus
Angel Jibril	Saviour
hesitant	eternal
Prophet Muhammad	guru
reluctant	Guru Nanak
Abraham	Guru Granth Sahib
Moses	wisdom



RE – Year 2 Learning Objectives – Summer – Topic 1



How do some people talk to God?

(Kapow Lessons 2, 3 & 4)

Intended outcome of the unit

Pupils who are **secure** will be able to:

Describe what prayer means.

Identify some reasons why people might pray.

Explain how some people use their bodies during prayer.

Identify some similarities and differences between the ways in which people pray.

Understand why special objects and items of clothing are important to some people when they pray.

Draw connections between prayer practices within the Hindu, Muslim and Jewish worldviews.

Week 2	Week 3	Week 4
Lesson 4: What objects do some people use when they pray?	Lesson 5: How do some Hindu people pray?	Lesson 6: Where do some prayers come from?
To understand why some people use special objects and clothing during prayer.	To explore Hindu prayer practices and the significance of special objects.	To explore where some prayers come from.

Key Vocab

Allah	prayer
Brahman	puja
communicate	Qur'an
deity	scripture
Hindu	shrine
Jewish	synagogue
mandir	Torah
mosque	Veda
Muslim	



RE – Year 2 Learning Objectives – Summer – Topic 2

Where do some people talk to God?

(Kapow Lessons 1, 4 & 6)

Intended outcome of the unit

Pupils who are **secure** will be able to:

To identify some features of mosques and their importance to some Muslims.

To explain how the features of an Orthodox Christian church might help some people pray.

To make connections between beliefs about the Trinity and Christian places of worship.

To identify some features of a synagogue and discuss their importance.

To recognise that community and equality are important values to many Sikh people.

To explain what the similarities and differences between places of worship can tell us about some people's beliefs.

[Lesson 1: Why do some Muslim people pray in a mosque?](#)

[Lesson 4: Why do some Jewish people go to a synagogue?](#)

[Lesson 6: What makes a place important to believers?](#)

To explore how Muslims pray both individually and in a mosque.

To explore the importance of the synagogue to some Jewish people by identifying features that help them pray.

To find out why different places are important to people because of their beliefs.

Key Vocab

Alevi
Bible
cem
church
community
dome
equality
gurdwara
Guru Granth Sahib

Langar
mosque
Pagan
place of worship
statue
synagogue
Torah
the Trinity



RE – Year 3 Learning Objectives - Autumn

What makes us human?

Intended outcome of the unit

Pupils who are **secure** will be able to:

Share their personal worldview.

Explain how and why their worldview might change.

Identify the difference between personal and organised worldviews.

Ask and answer open-ended questions.

Explain what is meant by a soul and express their ideas about what a soul means to them personally.

Understand that some people believe that humans have a soul.

Summarise the similarities and differences between what people believe about the soul.

Express their ideas clearly and compare their own beliefs with others.

Explain, through talking and writing, how colour and images have been used in a piece of artwork to express a particular idea about the soul or inner self.

State benefits and challenges relating to Buddhist meditation.

Give examples of Buddhist meditation practices.

Explain the reasons and purpose behind meditation.

Summarise some key ideas about what people with a particular worldview might think about the question 'What makes us human?'.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Introductory lesson: What are worldviews?	Lesson 1: What is a soul and do we all have one?	Lesson 2: What do some people think makes us human?	Lesson 3: What is spirituality?	Lesson 4: What do some Buddhists do to focus on their inner self?	Lesson 5: Does anyone know what makes us human?
To recognise that everyone has a worldview by exploring influences.	To consider what makes humans special by exploring beliefs about the soul.	To describe what some people believe about being human through exploring personal responses.	To explore the meaning of spirituality to different people.	To explain how and why some Buddhists meditate.	To present own and others' views to answer the enquiry question, 'What makes us human?'.

Key Vocab

Buddhist
connection
meditation

soul
source



RE – Year 3 Learning Objectives – Spring – Topic 1



Where do our morals come from?

(Kapow Lessons 1, 2 & 4)

Intended outcome of the unit

Pupils who are **secure** will be able to:

Explain what morals, rules and guidance are.

Identify some of the ways people decide what is right and wrong.

Evaluate how Golden Rules might help people make moral decisions today.

Explain how some people remember important guidance using physical items.

Identify similarities and differences between different religious guidance.

Identify common themes across religious and non-religious guidance.

Present their own ideas for a moral code and explain their ideas clearly.

Key Vocab

adultery
Christian Bible
commandment
covenant
decision
duty
envious
experience
forbidden
Golden Rule
good deed
guidance
Hajj
Humanist
mitzvot
moral
Moses
Niyama

observance
prayer shawl
reasoning
restrictive
right
rule
sabbath
Salat
Shahadah
Sawm
tallis
tassel
Torah
tzitzit
wrong
Yama
Zakat

Lesson 1:
How do we
know what
is right and
wrong?

To explain
what morals
are.

Lesson 2: What do
some Christian and
Jewish people
believe about right
and wrong?

To evaluate the
importance of
religious guidance
to some Christian
and Jewish people.

Lesson 4: Is all
religious
guidance the
same?

To describe
how some
people apply
religious
guidance in
daily life.



RE – Year 3 Learning Objectives – Spring – Topic 2

What happens if we do wrong?

(Kapow Lessons 3, 4 & 6)

Intended outcome of the unit

To know:

- Morals are our thinking about what is right and wrong.
- Teachings of a religious or non-religious worldview often link with a follower's life choices.
- Actions have consequences and people think differently about what these are.
- Forgiveness is cancelling out wrongdoing or removing punishment.
- Some people believe all living things have a soul and that it is immortal.

Lesson 3: How do some people seek God's forgiveness?

To investigate how some religious people seek God's forgiveness after wrongdoing.

Lesson 2: How can wrongdoing affect the soul?

To investigate some beliefs about what happens to the soul after repentance.

Lesson 3: How might Karma affect the soul?

To explore some Hindu beliefs on how actions can affect the soul.

Key Vocab

Affect	Amends
Authority	Baptism
Brahman	Catholic
Cleansed	Confessional
Confession	Forgiveness
Consequences	Infant
Immoral	Jesus
Intention	Mercy
Karma	Original sin
Moral	Reunite
Priest	Sin
Repentance	Soul



RE – Year 3 Learning Objectives – Summer – Topic 1



Are scriptures central to religion?

(Kapow Lessons 2 & 5)

Intended outcome of the unit
Pupils who are secure will be able to:
Explain what some people mean by revelation.
Evaluate the significance of scripture to some Jewish, Christian and Muslim people.
Explain how some ways of using and treating the Qur'an, the Christian Bible and the Torah show its importance.
Discuss the similarities and differences between scripture considered by some to be the word of God and human interpretations or commentary.
Make links between scripture from the Abrahamic religions.
Identify similarities within and between worldviews in the way scripture is viewed and used, including in places of worship.

Key Vocab	
Abrahamic	New Testament
Alimah	Old Testament
annotate	ornate
central	precious
Chumash	prophet
Christian Bible	Psalms
dictated	Quaker
faith	Qur'an
Gideon Bible	recite
gurdwara	revelation
Hadith	sahaba
holy	scroll
inspired	sermon
Jibril	Sheba
Ketuvim	sacred
lectern	synagogue
mandir	Sefer scroll
Muhammad	Tenak
Mus'haf	Torah scroll
Nevi'im	ulama

Lesson 2: What's the difference between a scroll and a book?	Lesson 5: What does the Bible mean to some Christians?
To explain how beliefs about the source of scripture may impact the value placed on it.	To explore the ways some Christians view and use the Bible.



RE – Year 3 Learning Objectives – Summer – Topic 2



Why is water symbolic?

(Kapow Lessons 2 & 4)

Intended outcome of the unit

Pupils who are **secure** will be able to:

Discuss the importance of water and its practical and symbolic uses.

Explain the relevance of water in religious stories and what it symbolises.

Describe how the sound of water makes them feel and where they commonly hear water in their environment.

Identify how water is used in some rituals.

Explain the concept of purity, focusing on the context of Shinto beliefs.

Explain the symbolism of water in baptism and other water ceremonies.

Articulate reasons why water is considered precious across different cultures and religions.

Identify similarities and differences in water symbolism between poems and ceremonies.

Key Vocab

Amritsar	preparation
Amrit Sanchar	preserve
baptism	protect
blessing	purity
calm	renewal
cleansing	resource
commitment	ritual
daily routine	sacred
Ganges	saltwater
ghusl	Shinto
guardian	shrine
holy water	significance
Kumbh Mela	Suijin
offering	symbolise
planet	symbolism
practical	Wudu

[Lesson 2: How is water used in some rituals?](#)

[Lesson 4: What is baptism?](#)

To explore the significance of water in rituals.

To investigate water's symbolism and role in various religious rituals.



RE – Year 3 Learning Objectives – Summer – Topic 3



Why is fire used ceremonially?

(Kapow Lessons 1 & 4)

Intended outcome of the unit

Pupils who are **secure** will be able to:

Discuss the importance of fire and its practical and symbolic uses.

Explain the relevance of fire in religious stories and what it symbolises.

Describe how the fire makes them feel.

Identify how fire is used in some rituals and ceremonies.

Explain the concept of remembrance, focusing on the context of Jewish and Christian beliefs.

Explain the symbolism of fire in religious and non-religious ceremonies.

Articulate reasons why fire is considered purifying in different religions.

Lesson 1: What special meanings do some flames have?

To describe how fire can symbolise remembrance for some Christian and Jewish people.

Lesson 4: What is an eternal flame?

To explore the significance of the eternal flame in the Jewish and Zoroastrian worldviews.

Key Vocab

Ahura Mazda
Atash Bahram
community
divine
eternal
equality
Guru Nanak
Hózhó
Langar
memoriam
memory
Ner Tamid

Olympic flame
Olympic Games
prayer candle
purity
remembrance
renewal
torch bearer
transformation
Trimurti
unity
volunteering
Yahrzeit candle



RE – Year 4 Learning Objectives – Autumn – Topic 1



Are all religions equal?

(Kapow Introductory Lesson + Lessons 1 & 4)

Intended outcome of the unit

Pupils who are **secure** will be able to:

Use statements and prior knowledge to identify connections between religions, explaining these connections by referring to people, places and beliefs

Talk about why making connections can be helpful.

Identify some different names and ways of describing God.

Explain similarities and differences between the ways people from different worldviews understand God.

Use scripture to find out what people might believe.

Describe the links between the story of Guru Nanak and some Sikh beliefs and practices.

Explain why equality and harmony were important to many Sikhs in the past and why they are still important today.

Use a range of sources to find out what might be important to some people from the Bahá'í faith.

Express ideas creatively about how and why World Religion Day is important.

Make links between their work and learning from previous lessons.

Introductory lesson: Respectful Religion and worldviews - How can we talk about religions and worldviews respectfully?	Lesson 1: How are different religious worldviews connected?	Lesson 4: How can people from different worldviews live in harmony?
To listen and respond respectfully to others' thoughts, opinions and ideas.	To recognise that there are many connections between religious worldviews.	To determine how Bahá'í teachings influence some practices.

Key Vocab

Bahá'í
Bahá'ulláh
harmony

merciful
origin
unity



RE – Year 4 Learning Objectives – Autumn – Topic 2



What makes some texts sacred?

(Kapow Lessons 3, 5 & 6)

Intended outcome of the unit

Pupils who are **secure** will be able to:

Explaining the difference between evidenced or recognised information about scripture and beliefs and opinions.

Giving some reasons why different Hindu texts might be significant to people.

Identifying the key events that led to the writing of the Buddhist Canon.

Discussing the importance of the Buddhist canon to some people today.

Providing examples of why and how the Guru Granth Sahib is respected.

Drawing out connections between beliefs and practices.

Comparing and making links between scriptures from different worldviews.

Identifying the role and value of scripture in some people's lives.

Lesson 3: What does it mean if scripture was revealed or remembered?

To make connections with beliefs about the origin of scripture and how it is used.

Lesson 5: How do some people demonstrate the value of scripture?

To evaluate the significance of religious scripture to some people.

Lesson 6: How do sacred texts play a part in some people's lives?

To describe the importance of scripture to some people.

Key Vocab

authoritative
Baghavat Gita
Buddhist Canon
communication
divine
Guru Granth Sahib
holy
oral tradition
origin

revealed
sacred
source
sovereign
Tripitaka
value
Veda
Waheguru



RE – Year 4 Learning Objectives – Spring – Topic 1

Just how important are our beliefs?

(Kapow Lessons 3, 4 & 6)

Intended outcome of the unit

Pupils who are **secure** will be able to:

Describe what baby welcoming ceremonies mean to some people.

Explain the role of adults in these ceremonies, especially the promises or commitments they make.

Describe the significance of commitment ceremonies to some people.

Understand the cultural and religious importance of commitment ceremonies.

Identify various items of clothing that people wear to express their beliefs.

Explain what items may signify about an individual's commitments or convictions.

Give examples of religious fasting and dietary restrictions.

Explain some reasons why people might demonstrate their commitment to beliefs through their diet.

Evaluate the ways people may demonstrate their commitment to beliefs in seen and unseen ways.

[Lesson 3: Can we see the importance of someone's beliefs on the outside?](#)

[Lesson 4: How else might some people show their commitment?](#)

[Lesson 6: What might someone sacrifice?](#)

To reflect on whether commitment to beliefs can be shown through outward appearance.

To investigate how commitment to beliefs can be demonstrated through diet by some people.

To describe what sacrifice can mean to some Sikh people.

Key Vocab

Amritdhari
Aqiqah
baptism
Bar Mitzvah
Bat Mitzvah
Brit Bat
Brit Milah
Confirmation

fast
Khalsa
Namakarana
naming ceremony
persecuted
sacrifice
Upanayana



RE – Year 4 Learning Objectives – Spring – Topic 2

Who was Jesus really?

(Kapow Lessons 1, 5 & 6)

Intended outcome of the unit

Pupils who are **secure** will be able to:

Discuss and critically analyse various depictions of Jesus, considering possible historical appearances and the reasons behind diverse portrayals.

Learn key historical facts about Jesus' life and reflect on the varied perceptions of his image.

Identify and understand the differences between the Pharisees and Sadducees.

Use texts and sources to build knowledge about people's lives and societal positions during the time of Jesus.

Explore the Romans' role in Judea and their interactions with Jewish groups.

Compare prophecies with actual events from Jesus' life and express personal views on whether the prophecies were realized.

Examine different interpretations of miracles shown in images and understand how diverse groups might have perceived these miracles during Jesus' time.

Describe the Easter story and the concept of resurrection, acknowledging its significance to many Christians.

Lesson 1: What do we know about Jesus?

To explore who Jesus was and how he has been represented in different ways.

Lesson 5: What might miracles suggest about Jesus?

To consider the concept of miracles and their significance to beliefs about Jesus.

Lesson 6: What happened when Jesus died?

To understand the significance of the Resurrection in Christianity and explore what it suggests about Jesus.

Key Vocab

depictions
faith
Messiah
miracles
perception

Pharisees
prophecy
resurrection
Sadducees
traditions



RE – Year 4 Learning Objectives - Summer

Does the language of scripture matter?

<u>Lesson 1: What came before written scripture?</u>	<u>Lesson 2: How has biblical Hebrew evolved?</u>	<u>Lesson 3: Is all Arabic the same?</u>	<u>Lesson 4: Should all prayers be said in their 'original' language?</u>	<u>Lesson 5: How important are translations of religious scripture?</u>	<u>Lesson 6: Why does some religious scripture contain artwork?</u>
To investigate the transition from oral tradition to written scripture in ancient civilisations.	To understand the importance of religious and cultural languages by exploring Yiddish.	To explore the importance of Classical Arabic in Muslim beliefs and practices.	To consider why some Jewish and Muslim people learn the language of their scriptures.	To understand the role of translations by exploring religious scripture.	To investigate the use of art in some religious scripture.

Intended outcome of the unit		
✓ Religious and non-religious worldviews change over time for individuals and groups.	✓ There are historical links and connections between religions.	✓ Practices change over time.
✓ Organised and personal religious beliefs change and develop over time.	✓ The way scriptures are treated and used reflects beliefs about their meaning and origin.	✓ Religious scriptures come from a range of sources and origins.
✓ Holy is often linked to words that also mean divine, sacred or connected to God.	✓ The ways scriptures are read and used change over time.	✓ Religious scriptures are written in different languages and this can affect interpretation.
	✓ People with similar worldviews may practise in different ways due to historical events.	✓ Disagreement and change happen in communities.

Key Vocab	
Classical	Language
Commentary	Linguist
Culture	Oral tradition
Dialect	Transition
Disapora	Translation
First language	Written scripture
Holy	



RE – Year 5 Learning Objectives - Autumn

Why do people have to stand up for what they believe in?

Intended outcome of the unit

Pupils who are **secure** will be able to:

Identify challenges people face because of their religious beliefs.

Suggest ways to create positive change.

Express the different ways light symbolises celebration.

Assess different points of view.

Begin to use the terms bias, stereotype and prejudice.

Explore various viewpoints surrounding religious prejudice.

Consider why there are still issues regarding religious freedom today.

Introductory lesson: Respectful R&W - Does everyone have the same beliefs about God?	Lesson 1: What does freedom look like?	Lesson 2: How have beliefs been challenged in the past?	Lesson 3: How can light represent standing up for what you believe in?	Lesson 4: Should we celebrate Bonfire Night?	Lesson 5: How can we stand up for what we believe in?
To recognise how religious beliefs vary based on exploring different viewpoints.	To recognise the importance of religious freedom by interpreting news reports.	To consider the challenges some religious figures faced by looking at Jewish, Christian and Sikh stories.	To explain why Bandi Chhor Divas is celebrated by many Sikhs.	To consider how the meaning of festivals can differ by exploring the origin of Bonfire Night.	To explain how and why people stand up for what they believe in.

Key Vocab

atheist	interpretation
Bandi Chhor Divas	liberation
denomination	prejudice
devotion	religious
discrimination	tolerance



RE – Year 5 Learning Objectives - Spring

Why doesn't Christianity always look the same?

Intended outcome of the unit

Pupils who are **secure** will be able to:

Explain why some people believe Jesus was the Messiah.

Give examples of how Christianity spread as a religion.

Identify different features of a Catholic church.

Explain the uses of different features of a Catholic church.

Identify some reasons why people began practising in different ways.

Organise different Christian practices according to their impacts on believers.

Identify how different people represent Jesus depending on personal and cultural influences.

Lesson 1: Why did some people believe Jesus was the Messiah?	Lesson 2: How did Christianity develop?	Lesson 3: What is Roman Catholicism?	Lesson 4: How have historical changes impacted Christianity?	Lesson 5: How can being part of a Christian community give a sense of belonging?	Lesson 6: Does everyone have the same picture of Jesus?
To assess the significance of Jesus to some of his followers.	To recognise factors that influenced the spread of Christianity.	To identify some of the features of a Catholic church.	To recognise why Christianity changed over time.	To consider the impact of Christian practices.	To appreciate that culture and tradition can influence the way Jesus and Christianity are portrayed around the world.

Key Vocab

Anglican	Methodist
baptism	monarchy
Catholic	nave
Catholicism	Pentecost
church	persecution
Church of England	piety
colonisation	pilgrimages
confession	polytheistic
confessional	Pope
congregation	priest
convert	prophecy
depiction	prophet
Emperor Constantine	Protestant
entity	pulpit
Eucharist	Quakers
evangelising	resurrection
fasting	rosary beads
ichthus	sacraments
Latin	speaking in tongues
lectern	stoup
liturgy	successor
Magi	the sign of the cross
Mass	Trinity
messiah	theses



RE – Year 5 Learning Objectives - Summer

What happens when we die?

Intended outcome of the unit

Pupils who are **secure** will be able to:

Recognise beliefs about the soul being part of God.

Identify clues that Hindus and Sikhs generally believe in the soul experiencing more than one life.

Recognise that the ultimate goal for many Hindus and Sikhs is freedom from reincarnation.

Use the terms moksha, mukti and nirvana to describe enlightenment and freedom from samsara and reincarnation.

List ways a person can gather karma through actions and experiences.

Suggest ways some Sikh practices and funeral rites may provide comfort to someone experiencing death.

Discuss the meaning of moksha and nirvana, drawing similarities from them.

Consider ways enlightenment can be represented in art.

Lesson 1: If there's a soul, where does it go?	Lesson 2: What is samsara?	Lesson 3: How might someone reach moksha?	Lesson 4: How can people find comfort after death?	Lesson 5: What is nirvana?	Lesson 6: What does enlightenment look like?
To explain some Dharmic beliefs about the soul.	To understand some beliefs about samsara and reincarnation.	To recognise factors that may contribute to someone breaking the cycle of reincarnation and samsara.	To describe how certain practices and traditions may help a Sikh person cope with the death of someone.	To express ideas about enlightenment based on Buddhist beliefs.	To express ideas about enlightenment based on Buddhist beliefs.

Key Vocab

atma	marga
atman	moshka
bodhisattva	mukti
Brahmins	nirvana
cremation	rebecoming
dukkha	reincarnation
Eightfold Path	samsara
enlightenment	Shudras
Four Noble Truths	The Divine
Hukam	Vaishyas
karma	varna
Kshatriyas	Waheguru
liberation	



RE – Year 6 Learning Objectives - Autumn

Why does religion look different around the world?

Intended outcome of the unit

Pupils who are **secure** will be able to:

Explain the meaning and origin of the prefix 'omni' and understand the significance of omni words in religious circumstances.

Compare similarities and differences between the Abrahamic religions.

Recall why different worldviews may have interpreted similar origins differently.

Give reasons about why Shabbat can be observed differently.

Consider how geography and culture can affect religious traditions.

Explain why people may choose to wear head wear or hair coverings to support their belief.

Introductory lesson: Respectful R&W - What words can be used to describe God?	Lesson 1: How do some religions believe in the same God?	Lesson 2: How might a Jewish person observe Shabbat?	Lesson 3: Why is Friday night dinner different?	Lesson 4: What can a head covering tell us about identity?	Lesson 5: Why might someone want to cover their hair?
To recognise the importance of words used to describe God.	To identify the similarities and differences between some Abrahamic religions.	To identify why some mitzvot have been adapted.	To explain reasons why traditions can vary within a religion.	To recognise how some religious practices are influenced by both culture and scripture.	To discuss reasons why someone may choose to cover their hair.

Key Vocab

Abrahamic religions	monotheist
attributes	niqab
Charedi	omnibenevolent
covenant	omnipotent
descendants	omnipresent
hijab	omniscient
Israelites	Reform
kippah	Sephardi
kippot	Tenak
melacha	Torah
melachot	



RE – Year 6 Learning Objectives - Spring

Why is it better to be there in person?

Intended outcome of the unit

Pupils who are **secure** will be able to:

Identify the common features and significance of both religious and non-religious gatherings.

Suggest reasons people might attend such events.

Explain the importance of place, people and practice in the context of gatherings.

Articulate the importance of Jerusalem to Jewish people.

Discuss why the Dome of the Rock is important to some Muslim people.

Identify the significance of Makkah for many Muslims.

Explain the significance of various pilgrimage sites in different religious worldviews.

Make thoughtful connections between the pilgrimage sites and the concept of spirituality.

Lesson 1: What can make a space significant? People, place or practice?	Lesson 2: Why might a Jewish person want to visit Jerusalem?	Lesson 3: Why is Jerusalem significant to some Muslim people?	Lesson 4: How can shared challenge bring people together?	Lesson 5: Are all journeys pilgrimages?	Lesson 6: Why is it better to be there in person?
To explore the factors that can shape someone's experience of a religious or non-religious event.	To understand the significance of places for some Jewish and non-Jewish people.	To evaluate the rules around attending significant places.	To consider the challenges that many Muslims may face when travelling to Makkah.	To understand the significance of attending a non-religious event as a Humanist.	To explore the concept of pilgrimage and its relevance in the UK.

Key Vocab

Al-Masjid Al-Aqsa	Mi'raj
Al-Masjid Al-Haram	obligation
Annunciation	pilgrimage
Arafah	qiblah
Ark of the Covenant	Rami al-Jamarat
atheist	relic
condemned	resurrected
convention	Sa'i
doctrines	secular
Dome of the Rock	significant
entombed	spirituality
Hajj	Tawaf
Ihram	Temple Mount
Isra'	The Night Journey
Jerusalem	The Prophet Muhammad
Ka'bah	Via Dolorosa
Makkah	Western Wall



RE – Year 6 Learning Objectives - Summer

Why is there suffering?

Intended outcome of the unit

Pupils who are **secure** will be able to:

Make links between the creation story in Genesis and the concept of suffering.

Suggest some ideas as to why suffering exists in the world.

Discuss passages from Genesis that relate to free will, demonstrating an understanding of context.

Identify different reasons why humans may make choices that cause suffering.

Relate stories such as Adam and Eve's choice in Genesis, Jesus' temptation and concepts from other religions to the theme of human wrongdoing and suffering.

Draw connections between stories from scripture.

Understand the different perspectives on suffering and divine intervention presented in these stories from scripture.

Explain why some people turn to prayer during times of suffering.

Make connections between teachings about Jesus and how some Christians view and respond to suffering.

Lesson 1: How do people suffer?	Lesson 3: Why do we cause suffering?	Lesson 4: Does being good always mean less suffering?	Lesson 5: If God is all-powerful, can suffering not be stopped?	Lesson 6: How might beliefs about Jesus affect responses to suffering?
To explain some causes of suffering by exploring scripture and experience.	To investigate beliefs about human wrongdoing through religious perspectives.	To explore beliefs about suffering and goodness through scripture and personal responses.	To explore different beliefs about God's role in suffering.	To examine how teachings about Jesus affect some Christian responses to suffering.

Key Vocab

balance	omnipotent
blessings	omnipresent
conscience	omniscient
contradictory	prayer
controversial	response
crucifixion	resurrection
evil	Satan
free will	suffering
Genesis	temptation
omnibenevolent	