

RE Curriculum – 2 Year Cycle Years 5 & 6



Year Group	Cycle	Autumn	Spring	Summer
5/6	A	Christianity <i>Beliefs, Stories, Festivals</i>	Islam <i>Beliefs, Stories, People of Faith, Festivals</i>	Buddhism <i>Beliefs, Stories, People of Faith, Festivals & Worship</i>
	B	Christianity <i>Beliefs, Stories, People of Faith, Festivals & Worship</i>	Islam <i>Beliefs, Stories, People of Faith, Festivals & Worship</i>	Humanism (Non-Religious World Views) Christianity Old Testament / New Testament

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Years 5/6 Teaching Sequence for 5/6 (Milestone 3) CYCLE A

Weeks	Autumn Term	Spring Term	Summer Term
Topic Title:	Christianity <i>Stories, Festivals & Beliefs</i>	Islam <i>Beliefs, Stories, People of Faith & Festivals</i>	Buddhism <i>Beliefs, Stories, People of Faith</i> Christianity – Old Testament / New Testament
1	Adan & Eve and 'The Fall' (Stories) Identify and sequence significant events in the story.	Significant Beliefs about God (Beliefs) Children identify significant beliefs most Muslim hold about God including that there is one God, that God created the universe, and that Muhammad is a prophet of God. Children also learn about the background to the prophet Muhammad, the Shahadah and its meaning, the Qur'an, and the common beliefs between Muslims, Jews and Christians.	Significant Beliefs of Buddhists (Beliefs & Stories) Identify and name objects associated with Buddhism including an image representing the Buddha's enlightenment, a Buddhist eight spoke wheel and a Buddhist temple or vihara. Discuss the religious significance of these. Discuss life after death in Buddhism - rebirth, karma and Nirvana. Retell the Story of the Poisoned Arrow" and discuss its meaning.
2	Adam & Eve (Stories) Why is it called 'The Fall?' What is the meaning of the story - are all humans imperfect? Discuss.	Muhammad's life in Makkah (People of faith) Identify significant events in Mekkah associated with the growth of Islam	Siddhartha Gautama as the Buddha (People of faith) Identify Siddhartha Gautama as the Buddha and as the founder of Buddhism and discuss religious significance. Describe the story of Siddhartha Gautama's enlightenment.
3	The Salvation Story (Stories) What are the significant religious beliefs of the Salvation Story regarding atonement & reconciliation?	Muhammad's Preaching and Persecution (Stories) 'The Saving of Bilal' What is the religious significance/belief of the story?	Buddhist's Beliefs About Enlightenment and Craving (Beliefs) Identify that many Buddhists believe that attaining Nirvana is the ultimate goal a human can seek to achieve and that many Buddhists believe that those who achieve enlightenment have achieved perfection.
4	The Salvation Story (Stories) Do all Christians believe in the traditional Christian Salvation story? Do all Christians believe in 'original sin?' Discuss how some Christians believe that Jesus' death on the cross provided a moral example which	Muhammad's Preaching and Persecution (Stories) 'Muhammad and Uta's Offer' Pupils to discuss: 'Why did wealthy merchants dislike Islam?'	Significant Beliefs About God (Beliefs) Discuss Buddha's views about God. Identify that the view of many Buddhists is that believing in God, or not believing in God, is not an issue that need concern them as many Buddhists do not believe God helps a person to achieve enlightenment.

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	inspires humans not to give in to violence or anger, but live life guided by love and kindness.		<i>It's time to shine!</i>
5	<p>Harvest (Festivals)</p> <p>What is the religious significance/belief of Harvest?</p>	<p>Islam- EID (Festivals)</p> <p>What is the religious significance/belief of Eid?</p>	<p>The Four Noble Truths (Beliefs)</p> <p>Identify the “Four Noble Truths” that the Buddha taught including: (1) The Noble Truth of Suffering; (2) The Noble Truth that the cause of Suffering is Craving; (3) The Noble Truth that Suffering ends with the extinguishing of Craving; and (4) The Noble Truth of How to put an end to Suffering and attain Enlightenment (<i>Nirvana</i>).</p>
6	<p>The Good Samaritan (Stories)</p> <p>What is the meaning behind this story? Compare the phrases: ‘unconditional love’ and ‘conditional love’ – which one applies to this story? Relate to the Greek word ‘agape’ meaning love.</p>	<p>Islam- Ramadan (Festivals)</p> <p>What is the religious significance/belief of Ramadan?</p>	<p>The Eightfold Path (Beliefs)</p> <p>Know that to follow the “Eightfold Path” requires an individual to adopt eight principles which are: Right Speech, Right Action and Right Livelihood, Right Effort and Right Mindfulness. Give examples of each one. Consider and express view as to whether one of the following: wealth; fame; power; celebrity; possessions; is necessary or a hindrance to a person who wishes to be fulfilled, happy and content with life. Read and discuss the story, “Castles in the Sand” and “The Story of Tanzan and Ekido” and suggest what they think the meaning or message of these two stories might be giving reasons or evidence to support their view.</p>
7	<p>‘Love one another as I have loved you’ & ‘Love your neighbour as yourself’ (Beliefs)</p> <p>What is the meaning behind these two bible references? Relate to ‘agape’ What does it tell us about Jesus’ teaching about how we should live our lives? (<i>Jesus taught his followers that they should live their lives based on love and kindness</i>).</p>	<p>Islam – Peace, Forgiveness or Violence – Which is more truly Islam? (Stories)</p> <p>Retell the story of ‘Muhammad and the taking of Makkah’. What are the significant events in the story?</p>	<p>Walk Through the Bible (Y5 Old Testament / Y6 New Testament)</p> <p>Session 1</p>
8	<p>Diwali (Festivals)</p> <p>What is the religious significance/belief of Diwali?</p>	<p>Islam – Peace, Forgiveness or Violence – Which is more truly Islam? (Stories)</p> <p>Retell the story of ‘Muhammad and the story of Wahshi’. What are the significant events in the story?</p>	<p>Walk Through the Bible (Y5 Old Testament / Y6 New Testament)</p> <p>Session 2</p>
9	<p>Hanukkah (Festivals)</p> <p>What is the religious significance/belief of Hanukkah?</p>	<p>Islam – Peace, Forgiveness or Violence – Which is more truly Islam? (Stories)</p>	<p>Walk Through the Bible (Y5 Old Testament / Y6 New Testament)</p>

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		Based on the two stories above, discuss & share thoughts in response to what these stories might indicate about Muhammad's attitude towards force, violence, and forgiveness. Compare to own views.	Session 3 <i>It's time to shine!</i>
10	Christmas (<i>festivals</i>) What is the religious significance/belief of Christmas?	Christianity – Easter – Lent & Holy Week (<i>Festivals</i>) What is the religious significance/belief of Lent?	Walk Through the Bible (Y5 Old Testament / Y6 New Testament) Session 4
11	Christmas (<i>Stories</i>) What is the religious significance/belief of the Christmas story?	Christianity – Easter (<i>Stories</i>) What is the religious significance/belief of the Easter story?	Walk Through the Bible (Y5 Old Testament / Y6 New Testament) Session 5
12	POP TASK	POP TASK	POP TASK

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Years 5/6 Teaching Sequence for 5/6 (Milestone 1) CYCLE B			
Weeks	Autumn Term	Spring Term	Summer Term
Topic Title:	Christianity <i>Stories, Festivals, Worship & Beliefs & People of Faith</i>	Islam <i>Beliefs, Stories, People of Faith, Festivals & Worship</i>	Non-Religious World Views – Humanism Christianity – Old Testament / New Testament
1	How do we know what is right or wrong? The Ten Commandments (Stories) What is the meaning behind this story? Discuss morals. Why should we live by them?	Significant Beliefs about the Qur'an (Beliefs) Recap from Y3/4 the significant beliefs of the Qur'an, knowing that Muhammad received the words from God by revelation and that Muhammad is known as 'The Messenger of God'.	What is Humanism? Know and identify humanism as a non-religious worldview and consider whether atheism, agnosticism, vegetarianism, and veganism are world views.
2	Beliefs about God (Beliefs) Know and be able to recall stories: 'The man with the withered hand' and 'The woman found guilty of adultery'. What do these stories teach us about Jesus's teaching about love?	The 5 Pillars of Islam (Beliefs) Children to learn about the beliefs and practices about wealth, money and giving money to help others associated with the 5 Pillars of Islam.	What is 'The Golden Rule?' Know and identify 'The Golden Rule' as a principle many humanists use as a basis for making or justifying a moral decision.
3	Beliefs about God (Beliefs) <i>'Jesus taught his followers that in all situations they should let love and kindness determine their actions rather than rules, laws, or commandments'. Discuss. (Refer to Bible reference: 'Treat others as you would like to be treated' Luke 6:31).</i>	Place of Worship & Prayer (Worship) Children to identify a mosque as a Muslim place of worship, the Qur'an as the Muslim holy book and the crescent moon and star as a symbol of Islam. What are the similarities/differences between a mosque and a church?	What are Moral Decisions Based Upon? Know that Humanists believe that moral decisions should be based on reason and a concern for human beings and all animals that have feelings.
4	Place of Worship & Prayer (Worship) Children to identify a Church as a Christian place of worship, the Bible as the Christian holy book, and the Cross as a symbol of Christianity. Identify and distinguish between 'petitionary prayer' and 'devotional prayer'. Discuss questions such as 'why don't we get everything that we pray for?' and 'If God knows everything, why do we have to ask God for anything?' 'Can you be religious and not pray?' Children to visit a Church.	Place of Worship & Prayer (Worship) Children to visit a Mosque and learn about its religious significance.	Life after death – what happens next? Know that Humanists do not believe in life after death. However, they still enjoy a meaningful life.

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5	Harvest (Festivals) What is the religious significance/belief of Harvest?	Muhammad in Medina - establishing a Muslim community (People of faith) Recall the significant events associated with 'The Emigration from Mekkah to Madinah'.	World Humanist Day <i>It's time to shine!</i> What is it/ When is it? – Children to know that Humanists celebrate World Humanist Day on 21 st June.
6	Religious Symbols (Beliefs) What are the main religious symbols of Christianity? What are the beliefs behind them?	Muhammad in Medina - establishing a Muslim community (People of faith) Know that Muhammad and his Muslim followers fought three battles against wealthy merchants (the battle of Badr). Why do Muslims believe Muhammad was right to use force against the Mekkan merchants?	History of Humanism Children to learn about the history of Humanism.
7	Mother Teresa – (People of Faith) Why is she a saint? Explore the life and work. How have others been inspired by her life? Identify links between her faith and her actions.	Islam- EID (Festivals) What is the religious significance/belief of Eid?	Walk Through the Bible (Y5 Old Testament / Y6 New Testament) Session 1
8	Diwali (Festivals) What is the religious significance/belief of Diwali?	Islam- Ramadan (Festivals) What is the religious significance/belief of Ramadan?	Walk Through the Bible (Y5 Old Testament / Y6 New Testament) Session 2
9	Hanukkah (Festivals) What is the religious significance/belief of Hanukkah?	The Afterlife (Beliefs) Children learn about the Islamic beliefs about what happens to people, or their souls, in an afterlife.	Walk Through the Bible (Y5 Old Testament / Y6 New Testament) Session 3
10	Christmas (Festivals) What is the religious significance/belief of Christmas?	Christianity – Easter – Lent & Holy Week (Festivals) What is the religious significance/belief of Lent?	Walk Through the Bible (Y5 Old Testament / Y6 New Testament) Session 4
11	Christmas (Stories) What is the religious significance/belief of the Christmas story?	Christianity – Easter (Stories) What is the religious significance/belief of the Easter story?	Walk Through the Bible (Y5 Old Testament / Y6 New Testament) Session 5
12	POP TASK	POP TASK	POP TASK