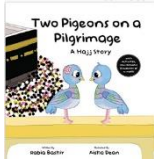
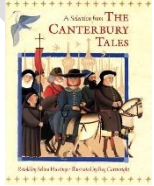
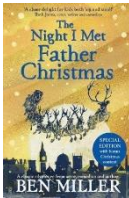

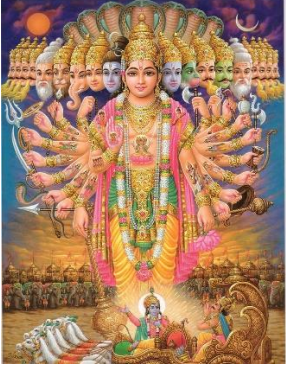


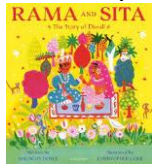

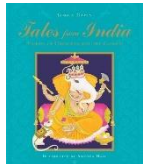
Year 5	
Autumn 1	Journeys (pilgrimage) – Haj, Buddhism, Christianity.
Learning objective	To begin to understand why people make a special journey.
Substantive knowledge What children must know:	<ul style="list-style-type: none"> • A pilgrimage is a special journey people make to an important religious place. It is a spiritual event. • Non-religious people may also make pilgrimages to their special place such as a football ground. • Haj is a pilgrimage Muslims make to Mecca, Saudi Arabia, the holiest city for Muslims. • Christians have many different places where pilgrims visit e.g. Jerusalem, Walsingham, Rome, Canterbury cathedral.
Key Vocabulary	Pilgrimage, journey,
Key Text	<p>Two Pigeons on a Pilgrimage Rabia Bashir</p>  <p>Canterbury Tales – children’s version!!</p> 
Suggested Activities	<p>Mapping skills</p> <ul style="list-style-type: none"> • Why do we go on journeys? • What’s your special journey? What is a modern pilgrimage? • Haj • Christianity pilgrimages to Jerusalem • Pilgrimages to Walsingham, Norfolk • Canterbury Cathedral. • Rome to see the Pope
Assessment / Evidence	<p>Create a map of a special journey around the world that shows different pilgrimages and what they are.</p> <p>The 3 BIG Questions</p>
Year 5 End Points	<p>AT1 - Learning about religion and belief</p> <p>AT2 - Learning from religion and belief</p>

	Begin to make connections between the different beliefs and practices of religions and worldviews studied so far.	Begin to reflect and respond thoughtfully to the significance of meaning behind different beliefs and practices. Using the correct vocabulary.
	Begin to compare stories, beliefs and practices from a variety of religions and worldviews making reference to similarities and differences.	Begin to respond thoughtfully to a range of stories, beliefs, and practices. Provide reasons for what they mean to different faith communities.
	Understand and begin to evaluate the diversity of belief in different religions, nationally and globally. Begin to recognise that those who have non-religious worldview follow a moral code	Express an informed view on the impact of diversity of faith and belief in our world Relate this to own lives. .
	Articulate simple responses to ethical questions from the range of different religions and world views studied so far.	Discuss and begin to apply own and others' ideas about ethical questions and to express own ideas clearly in response.
Useful links and trips/visitors	. Religious Studies KS2: A Hindu pilgrimage - BBC Teach Pilgrimage – lesson plan (request.org.uk) What is Ramadan? - BBC Bitesize	

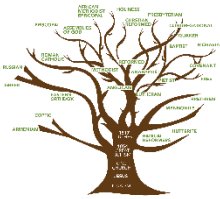
Year 5	
Autumn 2	Christmas today - is it really about Jesus?
Learning objective	To understand and begin to evaluate the real meaning of Christmas.
Key substantive knowledge What children must know:	<ul style="list-style-type: none"> • Christmas means different things to different people. • Christians celebrate Christmas because they rejoice at the birth of Jesus.
Key Vocabulary	Christmas, The Bible, Nativity, Jesus, Advent, New Testament, Luke and Luke, Matthew, John, The Gospels
Key text	<p>The Night I Met Father Christmas: by Ben Miller and Daniela Jaglenka Terrazzini</p>  <p>Use a children's bible and read the nativity story – Luke and Luke have the nativity story. Matthew the three kings. Mark and John does not have the nativity story.</p>


Suggested Activities	<ul style="list-style-type: none"> • Looking at the story again then relating it to what is happening. • Interviews in real life • What do they do? • What is Christmas all about? 	
Assessment / Evidence	Debate and a vote about the real meaning of Christmas. The 3 BIG Questions	
Year 5 End Points	AT1 - Learning about religion and belief	AT2 - Learning from religion and belief
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Useful links and trips/visitors	The Christmas Story - Bing video Visitor of Christian faith	

Year 5	
Spring 1	Hinduism – what do they believe?
Learning objective	To understand what Hindu's believe and why?
<p>Key substantive knowledge What children must know:</p>	<ul style="list-style-type: none"> • Understand that most Hindus believe in the Supreme Being Brahman (capital G – the one God (Om/Aum) which is the symbol  the symbol • Know the 3 main Tri-Murtis (Brahma, Vishnu and Shiva) represented through deities  • Know that images of Brahman should never be on their own and be with the deities • Hindus visit a mandir/temple; however it is not compulsory as all houses will have a mandir • Dharma (duty) is life's path and there are three parts to it: Artha - earn your living lawfully; Kma - is enjoying life's pleasure without excess/responsibility and Moksha - liberation from repeated birth/death (reincarnation) • Karma – consequences of the actions links to life's path with Dharma
Key Vocabulary	Artha, Aum or Om, Brahman., Brahma, Dharma, Diwali, Ganesh, Gods and goddesses, Hindu, Hinduism, Karma, Kma, Mandir, Moksha, Offering, Pray, Rama, Shiva, Shrine, Sita, Vishnu, Worship

Key Text	<p>The Story of Diwali -Rama and Sita</p>  <p>Holi -Festivals Around the World</p>  <p>Creation Story for Hinduism</p>  <p>Hinduism – story tellers – Anita Ganeri (located on One Drive)</p>	
Suggested Activities	<ul style="list-style-type: none"> • Need to have a historic perspective as to where Hinduism started and when and by whom. • Who is Brahman (God)? • Who are the deities? • What do the deities mean to Hindus and they affect their everyday life? • Where do they worship? • What is the Dharma and how does this link with what they believe? <p>Always think about the similarities between the other religions and worldviews.</p>	
Assessment / Evidence	<p>Art work on the stories from Hinduism or individual deities reflecting on beliefs.</p> <p>The 3 BIG Questions</p>	
Year 5 End Points	AT1 - Learning about religion and belief	AT2 - Learning from religion and belief
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Useful links and trips/visitors	KS2 Religious Education - BBC Bitesize	

Year 5	
Spring 2	Faith in different colours – looking at different denominations in Christianity : <ul style="list-style-type: none"> -Church of England -Salvation Army -Eastern Orthodox -Catholicism -Jehovah Witnesses -Pentecostal
Learning objective	To understand that not everyone is the same in a religion
Key substantive knowledge What children must know:	<ul style="list-style-type: none"> • Christians believe the roots of Christianity (Judaism – the Old Testament) then disciples spread the word of Jesus and that there was one church. In 1054, The Great Schism (East-West Schism) split the main faction of Christianity into two division, Roman Catholic and Eastern Orthodox. <div style="text-align: center;">  </div> <ul style="list-style-type: none"> • The Christian tree –

	<ul style="list-style-type: none"> • Link back to knowledge of Romans and how people were treated, e.g. the story of the fish symbol https://www.christianitytoday.com/history/2008/august/what-is-origin-of-christian-fish-symbol.html • To know the different denominations in Christianity and how they came to be following The Great East-West Schism and what role they play in the community today e.g. The Salvation Army • Visit at least 2 different churches and how these reflect distinct practiced and beliefs (e.g. font and baptismal tank)
Key Vocabulary	Denominations, Salvation, chapels, The Great Schism, Christianity, Christian, The Old Testament, Pentecostal, Catholic, Orthodox
Key Text	<p>https://education.nationalgeographic.org/resource/great-schism https://www.christianitytoday.com/history/2008/august/what-is-origin-of-christian-fish-symbol.html</p>  <p>Street Child (Essential Modern Classics) (Collins Modern Classics) by Berlie Doherty – use the chapters around linking a denomination to helping the character.</p>
Suggested Activities	<ul style="list-style-type: none"> • Explore the roots of Christianity – linking The Old Testament and introduce the tree • Look at the Christian tree of how Christianity began and split, learning about The Great East-West Schism – how does this impact our world today? • Link back to learning of the Romans and how they treated Christians – read the fish story • Look at different denominations and how they celebrate their Christian beliefs. • What are the differences and similarities between them? • How does this relate to their our religion/opinions?
Assessment / Evidence	Children could debate about The Great East – West Schism and the impact on our lives' today The 3 BIG Questions

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Useful links and trips/visitors	Schools The Salvation Army Resources Quakers in Britain Our history Barnardo's (barnardos.org.uk) Songs of Praise BBC Visit 2 churches of different denomination	

Year 5	
Summer 1	What do Sikhs believe?
Learning objective	To understand what Sikh's believe and why?
Key substantive knowledge What children must know:	<ul style="list-style-type: none"> • To know that Sikhs believe we are all special (regardless of their religion) and gifts from the One Creator (Ek Oankar) • They believe everyone is treated equally regardless of gender, religion and nationalities • That to not cut ones' hair honours God's gift of hair

Key Vocabulary	Acceptance, Chaur Sahib, Equality, Five K's Forgiveness, Gurdwara, Guru Granth Sahib, Kaur, Kirtan, Langar, Meditation, Mool Mantar, Nishan Sahib, One Creator (Ek Oankar), Respect, Sangat, Sharing, Seva, Singh, Sikh, Sikhism (Sikhi), Ten Gurus, Truth, Turban.	
Key Text	Sikhism – Story Tellers by Anita Ganeri Potters Donkey and Other Sikh Stories-Lynne Broadbent	
Suggested Activities	<ul style="list-style-type: none"> • What happened to Guru Nanak by the river? • Explore the meaning behind the 5 K's • Why is Langar so important to Sikh's • Who were the Guru's? 	
Assessment / Evidence	The 3 BIG Questions	
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Useful links and trips/visitors	Sikhism - KS1 Religious Education - BBC Bitesize KS2 Religious Education - BBC Bitesize	

Summer 2	Creation – How was the world created?	
Learning objective	To understand different perspectives on creation.	
Key substantive knowledge What children must know:		
Key Vocabulary	Creation, Big Bang Theory, evolution, Darwin, Genesis	
Key Text	<p>It Started with a Big Bang: The Origin of Earth, You and Everything Else by Floor Bal and Sebastiaan Van Doninck</p> <p>The Story of Life: A First Book about Evolution by Catherine Barr , Steve Williams , et a</p> <p>Children’s bible – Genesis</p>	
Suggested Activities	<ul style="list-style-type: none"> • Put some historical context as to how old the world is, and different periods of the world history • Ask the children how they think the world was created • Look at three different creation stories/theories <p>Hinduism Hindu creation story - Bing video</p> <p>Humanism/science based Christianity</p> <ul style="list-style-type: none"> • Look at how they may be similar and how they are different 	
Assessment / Evidence	<p>Which is the best belief and why? Are they similar? Persuasive Argument and present it to class. Why their creation story is the correct one.</p> <p>Voting system. Secret Ballot!</p> <p>The 3 BIG Questions</p>	
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Useful links and trips/visitors	Hindu creation story - Bing video Creation (pinterest.co.uk) (good free resource)	