

Dobwalls Primary School - Sequence – RE – Autumn 1st half

	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	Prior knowledge...Children will have learnt what a Christian is, what a parable is ,what the Bible is and why it is special to Christians.	Prior knowledge... Children will have learnt about what it means to be and feel part of a community. To know why God is important to Christians.	Prior knowledge... Children will have learnt that God is special to Christians and what it is like to follow God.	Prior knowledge...Children will have learnt that the Bible is the book of stories that Christians live by – modelling ethics and values.
INTENT	What do Christians learn from the creation story?	What is the 'Trinity' and why is it important to Christians?	What does it mean for Christians to believe that God is holy and loving?	Creation and science: conflicting or complementary?
VOCABULARY / STICKY KNOWLEDGE	Creation, creator, God, Genesis, caretaker, prayer, Bible, 7 days creation	Identity, community, Trinity, Gospel, baptism, belief, worship, comparison	Divine being, God, holy, loving, hymn, theology, biblical, praise	Interpret, creation, cosmology, evolution, conflict, universe, literally
SEQUENCE OF LESSONS	- to Talk about own experiences and feelings about the beauty of the natural world around them - To place the concepts of God and Creation on a timeline. - Recognise that the story of the "Fall" in Genesis 3 gives and explanation of why things go wrong in the world. - Describe how and why Christians might pray to God, say sorry and ask for forgiveness. - To ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today	- To explore and understand the concept of identity. - To understand and explain the Trinity. - To understand what a gospel is. : To compare two different pictures of Jesus 'baptism - To understand the importance of baptism for Christians	- LO: Consider qualities of a divine being. - LO: Analyse a Christian's view of God - LO: Create images to represent God's qualities - LO: Praise God using biblical vocabulary - LO: Consider reasons for worship - LO: Compare beliefs and guidelines for a good life	- To identify what type of text Genesis 1 is and understand its purpose. - To understand the terminology related to cosmology and evolution - To know and understand that some Christians hold different views

				4. To respond to the idea of human responsibility of caring for the world
OUTCOME / COMPOSITE	Pupils will answer the key question by engaging in discussions why nature/humans are important and why we should look after the world. Perform the song from the Tiny Ant.	Pupils will write a class Kenning about the Trinity.	Pupils will create their own guidelines for living would be by creating a version of the 'Ten Commandments'	Pupils will answer the question: Creation and science: conflicting or complementary? Children to come to a conclusion and share their learning.

Dobwalls Primary School - Sequence – RE – Autumn 2nd half

	YEAR 3 Prior knowledge...Children will have learnt what Christians believe God is like.	YEAR 4 Prior knowledge... Children's first time being introduced to a worldview perspective. Children will have learnt of Christmas and Shabbat in KS1.	YEAR 5 Prior knowledge... Children will have learnt who a Muslim is, key festivals and worship.	YEAR 6 Prior knowledge children will have learnt about special places in Cornwall, Cornish significant events.
INTENT	Pupils will be able to understand: What is it like for someone to follow God?	How do people from religious and non-religious communities celebrate key festivals?	What Does It Mean To Be A Muslim In Britain Today?	Kernewek Curriculum: Does faith help people in Cornwall when life gets hard?

VOCABULARY / STICKY KNOWLEDGE

Old Testament, New Testament, Covenant, pact, promise, marriage

Sociology, festival, secular, data, Shabbat, Christmas

Art colour, audience, street art, purpose, lettering, printing, stencilling, bold, bright, satirical

Methodist – someone who follows the teachings of John Wesley. Spiritual, Gwennap Pit, Tradition, Reflect

SEQUENCE OF LESSONS

6. *To learn about the concepts of living a good life: discuss morals.*
7. *Make clear links between the story of Noah and the idea of covenant.*
8. *Make simple links between promises in the story of Noah and a covenant.*
1. *Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.*

1. Understand significant celebrations and how they are celebrated.
2. Consider and analyse data from religious and non-religious worldviews based on the celebration of Christmas. (Religious Studies investigator perspective)
3. Consider and analyse data from religious and non-religious world views based on the celebration of Christmas. (Sociology investigator perspective).
4. Consider and analyse data from religious and non-religious world views based on the celebration of Christmas. (Bringing learning together from both perspectives)
5. Explore what Shabbat means to Jewish people in Britain today from a sociologist's perspective.
1. Consider questions about the role of festivals in the life of Britain today.

1. LO Compare the numbers of religious followers Worldwide
2. LO: Make connections between Muslim beliefs
3. LO Consider the importance of Zakah and how this guides an Islamic life
4. LO: evaluate the importance of Hajj to a Muslim
5. LO: Consider the effect of Islamic commandments

1. To understand meaning of faith and spiritual.
2. To understand how people respond to good/hard times.
3. To understand how Methodism was introduced to Cornwall.
4. To understand why methodism became an integral part of Cornish life
5. to identify beliefs about life after death.

OUTCOME / COMPOSITE	Pupils will write a “Good Life” poem, an acrostic poem,	Pupils to consider the question ‘Is Christmas for Christians or for everyone?’ considering both Religious Studies investigator and Sociology investigator skills in their answer. Followed by a class debate.	Pupils create a magazine article. Ask pupils to respond to the question in groups or pairs in a manner of their choice. Ensure they answer including ideas from at least two perspectives e.g. a Muslim and their own or a Muslim and a Christian	Pupils will reach a conclusion about whether faith helps when life gets hard.
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Dobwalls Primary School - Sequence – RE – Spring 1st half

	YEAR 3 Prior knowledge...Children will have learnt about Who is Jewish and how do they live including Jewish, Torah, synagogue, mezuzah, shema, shabbat, challah, rabbi, star of David	YEAR 4 Prior knowledge... Children will have learnt about the Christian creation story and what it is like for Christians to follow God.	YEAR 5 Prior knowledge... Children will have learnt who Jesus is, stories from the old and new testament.	YEAR 6 Prior knowledge...Children will have learnt what it is like for Hindus living in Britain and what they believe God is like.
INTENT	How do festivals and family life show what matters to Jewish people?	What kind of world would Jesus want?	Why do Christians believe that Jesus is the Messiah?	Why do Hindus want to be good?
VOCABULARY / STICKY KNOWLEDGE	Judaism, sin, forgiveness, atonement, exodus, Passover, Rosh Hashanah, Yom Kippur,	Leper, disciples, ‘fisher of people’, qualities, Gospel	incarnation, Messiah, bible	Dharma, Karma, atman, samsara, moksha, reincarnation, Brahman, Trimurti Ganges, Monotheism, Polytheism, Ladder of Varna,

SEQUENCE OF LESSONS

1. Understand some key facts and basic history of Judaism.
2. To understand the Passover.
3. To understand how the commandments, express a relationship with God.
4. Identify and recognise artefacts of importance in Judaism.
5. To learn about Rosh Hashanah
6. To learn about Yom Kipper

1. To understand why the disciples followed Jesus.
2. To understand the impact of the parable Jesus told.
3. To understand and explain why Jesus told parables.
4. To show understanding of the qualities needed to be a disciple.
5. To understand what Christian aid does.

1. To understand the qualities needed for a Messiah
2. To understand how incarnation and Messiah fit into the big story
3. To understand that the Bible said a Messiah would come
4. To discuss and understand what was expected from the Messiah
5. To discuss why Christians may feel that the Earth needs a Messiah

1. To *understand and explain about atman*
2. To *understand and explain samsara and karma using correct terms*
3. To *understand dharma (adults)*
4. To *understand how the duties can lead to moksha*

OUTCOME / COMPOSITE

Pupils will play create a mind map to explain and answer the big question: How do festivals and family life show what matters to Jewish people?

Pupils will create a leaflet and share with another class.

Pupils will share their opinions to create a poster explaining why they think the Earth needs a Messiah.

Pupils will write a group paragraph to answer the question.

Dobwalls Primary School - Sequence – RE – Spring 2nd half

	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	Prior knowledge...Children will have learnt what a festival is.	Prior knowledge... Children will have learnt about why Easter matters to Christians in Y2.	Prior knowledge... Children will have learnt about some Jewish festivals and family life. They will know the Torah is the Jewish Holy Book.	Prior knowledge...Children will have learnt about the events of Holy week in Year 4.
INTENT	How and why do people in Cornwall mark festivals?	Why do Christians call the day Jesus died 'Good Friday'?	Why is the Torah so important to Jewish people?	What do Christians believe Jesus did to 'save people'?
VOCABULARY / STICKY KNOWLEDGE	Festivals, Saint, St Piran, Celtic, Secular, Cornwall,	Holy week, Palm Sunday, gospel, Salvation, Good Friday Easter Sunday Hope Joy Sadness	Jewish, Judaism, Jew, Orthodox, Progressive, Belief, Law, Holy, G-d, ritual, symbol, Torah, Kosher	Salvation, sacrifice, incarnation, ritual, responsible, martyr, charter, atonement, commemoration, resurrection
SEQUENCE OF LESSONS	- To learn about St Pirans day on March 5th. - Discover facts about the "Obby OSS festival on 1st May. - Discover about Flora day on May 8th - To learn about Mazey day in June 23rd - To learn about Lafrowda festival 5-20th July - To learn about the Montol Festival 21st Dec	- To recall events from holy week - To write a diary entry from the perspective of Mary - To understand the events of the Last Supper and Maundy Thursday - To understand and explain how young Christians 'celebrate' Easter - To understand why the Easter story provokes feelings of sadness, hope and joy.	- To compare rituals from orthodox and progressive Jews. - To show the diversity of people who are part of the Jewish community. Give names of different types of Jewish community Explain one difference between two different Jewish communities - Identify and explain Jewish beliefs about God	- To explain what is meant by an identity and community, - To understand what happened in 'Holy week' - To explain what Christians mean when they say Jesus' death was a sacrifice, - To make connection between

			4. Make connections between Jewish beliefs and the Torah 5. Identify how Jewish beliefs link to Kosher foods 6. Analyse how Jewish beliefs are shown in synagogues.	Christians belief in his death as a sacrifice, 5. to discuss and understand the impact of sacrifice in relation to their own lives,
OUTCOME / COMPOSITE	Pupils will celebrate St Piran's day and be able to share why this is important for the Cornish.	Pupils will write a reflection on whether you think we have answered the question or partly answered it?	Pupils will take part in a Jewish Feast.	Pupils will write a poem to show what 'sacrifice' Jesus made.

Dobwalls Primary School - Sequence – RE – Summer 1st half

YEAR 3 Prior knowledge...Children will have learnt about who a Msuilm is and how they live - Allah, Tawhid, Iman, Shahadah, Muhammed, PBOH, Quran, Ibadan, 5 pillars of Islam.	YEAR 4 Prior knowledge... Prior knowledge... Children will have learnt different religions. This is their first introduction to Hinduism.	YEAR 5 Prior knowledge... Children will understand 'The Golden Rule' from year 1. This is the first time children will learn about Humanism in depth.	YEAR 6 Prior knowledge...Children will have learnt that Jesus died at easter and rose again. That he is special to Chrsitians, his teachings in the Bible,
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INTENT	How do festivals and worship show what matters to a Muslim?	What do Hindus believe God is like?	What does it mean to be a Humanist in Britain today?	For Christians, what kind of king was Jesus?
VOCABULARY / STICKY KNOWLEDGE	Ibadan, Fasting, Quran, Salah, Mosque, self-control	Hindu, Hinduism, Deity, murti, Trimurti, Aum, Brahman, puja, avatar	Humanism, worldview, code for living, The Golden Rule, atheist, agnostic	Temptation, Commandment, Poverty, Heaven, Christian
SEQUENCE OF LESSONS	1. To learn who a Muslim is. <i>Express my opinions about a respected person.</i> 2. <i>Explore reasons why Muslims pray</i> 3. <i>To learn about special places for Muslims.</i> 4. <i>To describe a Muslim special place of worship.</i> 5. Find out about the experiences of a Muslim fasting during Ramadan and how Muslims celebrate Eid	2. to understand Hindu ideas of God being everywhere and in everything 3. to identify Hindu deities. 4. to understand the Trimurti 5. to recognise Hindu beliefs in stories	1. Understand who a 'Humanist' is. 2. Investigate Humanist codes and understand how these codes can create happiness in our one life. 3. Consider why some Humanists reject the existence of God and highlight the importance of science. 4. Explore why and how some Humanists strive to make the world a better place. 5. Reflect on which value we may share with some Humanists.	1. To review who Jesus was to Christians. 2. To understand what type of king some Christians believe Jesus was, 3. to make connections between texts and the concept of Kingdom of God, 4. to try and understand how some Christians put their beliefs into practice. (including worship/community)

OUTCOME / COMPOSITE

Pupils will create their own manifesto for changing Dobwalls. This should focus on personal choices and behaviours rather than objects

Pupils will write a to understand Hindu worship at home. Write 4 questions you would like to find out about these items.

Pupils will explore and compare data showing values shared by Humanists. Pupils will choose 3 values they believe they think are important and reflect on what actions they would expect of people who have these values and how they may show this value in their day-to-day lives.

Pupils will create a storyboard to show what kind of 'King' Jesus was.

Dobwalls Primary School - Sequence – RE – Summer 2nd half

YEAR 3

Prior knowledge...Children will have learnt about How should we care for the world and for others, and why does it matter? (Year 1)

YEAR 4

Prior knowledge... Children will have learnt about Hindusim: to identify Hindu deities. to understand the Trimurti and to recognise Hindu beliefs in stories

YEAR 5

Prior knowledge... Children will have previously learnt about a worldview perspective in year 4. Children have been exposed to religions in previous years that will be discussed in this unit.

YEAR 6

Prior knowledge... Children have previous learnt worldviews perspectives in year 4 and 5. Children have also learning about a range of religions: Christianity, Islam, Judaism and Hinduism which will be discussed in this unit.

INTENT

How and why do people try to make the world a better place?

What does it mean to be Hindu in Britain today?

What can be done to reduce racism? Can religion help?

Green religion? What do religious and non-religious worldviews teach about caring for the Earth?

VOCABULARY / STICKY KNOWLEDGE

Commandments, teaching, belief, Humanism, Charity

Dharma, Sanatan Dharma, puja, mandir, community, shrine, deities, aum, puja, rituals, temple, Diwali

Racism, fairness, prejudice, ethnicity, tolerance, justice, freedom, anti-slavery

Activism, climate justice, stewardship, Bhumi, Tu B'Shevat, Khalifa

SEQUENCE OF LESSONS

1. Understand we have different opinions.
2. To express own opinions
3. To understand the Golden Rule
4. To learn about the lives of significant people who have tried to make the world a better place.
5. To reflect on values that can change the world to make it a better place.

1. To understand that whilst we are unique, there are things that are important to everyone.
2. *To understand specific Hindu terms and that Hinduism is a 'whole' way of life*
3. To understand and explain how Hindus show their faith when they're together
4. To understand how Diwali is celebrated today

1. Understand key ideas about racism and religion.
2. Examine the stories behind the statues of Colston and Welsey in Bristol.
3. Understand that early Christian traditions include important stories about human unity.
4. Examine if following the 'Golden Rule' reduce racism.
5. Discuss and compare anti-racist people from different religions.
6. Express your own vision for justice and equality.

1. Explore a case study to investigate the issues of climate justice.
2. Consider a range of key concepts from a variety of religions and how these beliefs outline care for Earth. (Islamic and Christian perspective)
3. Consider a range of key concepts from a variety of religions and how these beliefs outline care for Earth. (Hindu and Jewish perspective).
4. Understand the impact

				of religious eco projects and their influence on traditions. 5. Compare beliefs about the Earth and activist behaviour in different religions. 6. Discuss what kinds of behaviour, belief and expressions the world needs now. Religious vs non-religious beliefs/
OUTCOME / COMPOSITE	Pupils will write a poem. 'Baking the better world cake': an imaginary recipe.	Pupils will write a reflective paragraph – say whether you think we've answered the question. NB it's your opinion and doesn't matter if you think we haven't.	Pupils to think about creating a work of art of their own, perhaps using examples, quotations and ideas they have been considering in RE: Can I create an expression of anti-racist faith, hope and love for myself?	Pupils to think about a environmental issue that is happening currently happening and using their knowledge of religious and non-religious worldviews to discuss what the world needs now.