

F2

Unit of Work	I'm special, my feelings Who am I? Where do I belong?	How do Hindus believe the world works?	Christmas: A special baby. Who was in the stable?	Jesus: a special person in a special book
<b>Prior Learning</b>				This unit follows on from the Christmas: A Special baby unit.
<b>Core Learning</b>	<p>-We are all unique individuals, but we also share similarities</p> <p>-We all belong to different groups, such as family, class or school, some people belong to larger families as part of a religion</p> <p>-Many religious people believe that humans are special because they are loved by God</p> <p>-Many Christians, Muslims and Jewish people believe god created the Earth, so people should look after it and the people on it.</p>	<p>-Rita is the natural order</p> <p>-Dharma is the proper way to act</p> <p>-A traditional Hindu story showing the importance of dharma</p>	<p>-Children are able to re-tell the key points of the Christmas story.</p> <p>-Children know that Jesus was a special baby.</p> <p>-Children know this story comes from the Bible.</p> <p>-Children know how Christians celebrate Christmas.</p>	<p>- Jesus is a very special person to Christians</p> <p>-Children respond to a range of Bible stories with a sense of how important Jesus was.</p> <p>-Know that the Bible is a special book for Christians</p>
<b>Vocabulary</b>	Belong, community, religion welcome, valuable, Christians, Jews, Muslims	Hindu, Hinduism, rita, dharma, order, duty	Christians, Christmas, Mary, Joseph, Jesus, special	Jesus, Christians, Bible, respect, special
<b>Resources</b>	<a href="https://www.natre.org.uk/resources/termly-mailing/inspiring-re/big-questions/who-am-i-where-do-i-belong/">https://www.natre.org.uk/resources/termly-mailing/inspiring-re/big-questions/who-am-i-where-do-i-belong/</a>	<a href="https://www.natre.org.uk/resources/unit-3-hindu-beliefs-about-how-the-world-works/">https://www.natre.org.uk/resources/unit-3-hindu-beliefs-about-how-the-world-works/</a>	Wirral syllabus plan Small figures to retell the story	Wirral syllabus plan Children's bibles
<b>Possible visits/visitors</b>				Visit from local vicar to read a story from the Bible

Unit of Work	Who helps and cares? How and why?	Easter: new life	What is important to Christians in stories about Jesus?	What happens on a spiritual journey?
Prior Learning		Knowledge of Jesus' birth and how he is special to Christians	They have heard some stories from the Bible, and know that Jesus was special to Christians.	
Core Learning	<ul style="list-style-type: none"> <li>- Examples of people who help others, including those within religious communities</li> <li>-Some things that people within religious communities do to help others</li> <li>-The story of the Good Samaritan</li> <li>-The story of Muhammad and the ants</li> </ul>	<ul style="list-style-type: none"> <li>-Children re-tell (briefly) the key events of the Easter story.</li> <li>-Children know that Easter is an important time for Christians.</li> <li>-Children say how Easter is celebrated.</li> </ul>	<ul style="list-style-type: none"> <li>- Christians have a holy and sacred book called the Bible, part of which contains stories about Jesus</li> <li>-The plot of at least two stories about Jesus</li> <li>-Jesus had followers</li> <li>-Christians believe Jesus could do miracles because he was the Son of God</li> </ul>	<ul style="list-style-type: none"> <li>-A pilgrim is a religious person going on a journey, and people of religion make pilgrimages to many different places</li> <li>-Why the words <i>sorry</i>, <i>thank you</i>, <i>please</i> and <i>I love you</i> are so important</li> <li>-One or more reason why a person might go on a pilgrimage</li> </ul>
Vocabulary	Community, help, care, Christian, Muslim	Christians, Easter, Jesus, new life	Jesus, Christians, God, Bible, miracles	Pilgrim, journey, thank you, sorry, please, I love you
Resources	<a href="https://www.natre.org.uk/resources/termly-mailing/inspiring-re/inspirational-people/who-helps-and-cares-how-and-why/">https://www.natre.org.uk/resources/termly-mailing/inspiring-re/inspirational-people/who-helps-and-cares-how-and-why/</a>	Wirral SACRE plans	<a href="https://request.org.uk/resource/restart/2014/05/23/the-bible/">https://request.org.uk/resource/restart/2014/05/23/the-bible/</a>	Oi, Get off Our Train by John Burningham We're off to Make Umrah by Sana Munshey
Possible visits / visitors				

**Year 1**

<b>Unit of Work</b>	<b>What do Christians believe they need to do in order to lead a good life?</b>	<b>The Story of Christmas</b>	<b>What is it like to follow a Jewish way of life in Britain today?</b>
<b>Prior Learning</b>	In F2 the children have been introduced to stories that are from the Bible.	The children will have been involved in the Nativity when in F2	
<b>Core Learning</b>	<p>What it means to belong</p> <p>What makes a family</p> <p>What it means to belong to a Christian community</p> <p>What Christians believe they need to do in order to lead a good life</p>	<p>Know what a festival is and why festivals are celebrated.</p> <p>Know the main events of the Christmas story.</p> <p>Know and understand the symbols traditionally associated with Christmas and their meanings.</p> <p>Know why Christmas is an important festival for many Christians.</p>	<p>Know some of the similarities and differences between their home and a Jewish home</p> <p>To know about some key Jewish artefacts</p> <p>Understand why Shabbat is important in Jewish life and worship</p> <p>Know and understand some of the Ten Commandments</p>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Belonging</li> <li>• Family</li> <li>• Group/club/ badge /logo/flag</li> <li>• Symbol</li> <li>• Values</li> <li>• Faith</li> <li>• Christian/ Christianity</li> <li>• Festival</li> <li>• Celebration</li> <li>• Baptism</li> <li>• Christmas</li> <li>• Church</li> <li>• Prayer</li> <li>• Worship</li> <li>• Sacred</li> </ul>	<ul style="list-style-type: none"> <li>• Christian</li> <li>• Christmas</li> <li>• special</li> <li>• angel</li> <li>• Jesus</li> <li>• Mary</li> <li>• Joseph</li> <li>• shepherd</li> <li>• Wise Men</li> <li>• Bible</li> <li>• innkeeper</li> <li>• donkey</li> <li>• present</li> <li>• stable</li> <li>• Gold</li> <li>• Myrrh</li> </ul>	<ul style="list-style-type: none"> <li>• Moses</li> <li>• Abraham</li> <li>• Torah</li> <li>• Sabbath / Shabbat</li> <li>• Passover / Pesach, Mezuzah</li> <li>• Seder</li> <li>• Tallit</li> <li>• Synagogue</li> <li>• Prayer</li> <li>• Belief</li> <li>• Worship</li> <li>• Questions</li> <li>• mysteries</li> <li>• symbols</li> </ul>

	<ul style="list-style-type: none"> <li>• Holy</li> <li>• Jesus</li> <li>• God</li> </ul>	<ul style="list-style-type: none"> <li>• Frankincense</li> </ul>	
<b>Resources</b>	Coats of arms Storybook Bible Links available on plans to clips and websites	Party materials 'Pass the parcel' Links available on plans to clips and websites	Links to websites and a presentation are on the plans.
<b>Possible visits/visitors</b>	Local Christian church leaders	Local Christian church leaders	

<b>Unit of Work</b>	<b>Why does Easter matter to a Christian child?</b>	<b>Special places: the Jewish Home</b>	<b>Belonging: What does it mean to belong?</b>
<b>Prior Learning</b>	In F2 the children will have heard the Christian Easter story	In the Spring term, the children learned about Jewish life. They will be aware of Jewish worship and artefacts that may be present in a Jewish home.	This year the children have learned about Christian and Jewish faith traditions. They will know some specific vocabulary and will recognise some religious artefacts.
<b>Core Learning</b>	Signs of new life  Know what happened on Palm Sunday  What is special about the Last Supper  Why Jesus was crucified  Know why the Resurrection matters to Christians	To know the importance of the home in Jewish life and practice  Understand what it means to keep a kosher home and the significance of this for Jews  The importance of the synagogue	How belonging to a religious group makes a difference to people's lives.  Know that Bar and Bat Mitzvahs mark the move for Jewish young people from childhood towards adulthood.  Baptism is an important sign of belonging.  Identify and suggest meanings for religious symbols and begin to use a range of religious words.
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Easter</li> <li>• New Life</li> </ul>	<ul style="list-style-type: none"> <li>• Special</li> <li>• Community</li> <li>• Place of Worship</li> <li>• Synagogue</li> </ul>	<ul style="list-style-type: none"> <li>• Belonging</li> <li>• Community</li> <li>• Commitment</li> <li>• Crucifix</li> </ul>

	<ul style="list-style-type: none"> <li>• Last Supper</li> <li>• Palm Sunday</li> <li>• Crucifixion</li> <li>• Good Friday</li> <li>• Resurrection</li> <li>• Easter Sunday</li> <li>• Beliefs</li> <li>• Celebration</li> <li>• Festival</li> <li>• Forgiveness</li> <li>• Regret</li> <li>• Holy Week</li> <li>• Life Cycle</li> <li>• Jerusalem</li> <li>• Disciples</li> <li>• Friendship</li> <li>• Betrayal</li> <li>• Symbols</li> <li>• Remembrance</li> </ul>	<ul style="list-style-type: none"> <li>• synagogue: ark, Ner Tamid, Torah scroll, tzitzit (tassels), tefillin, tallit (prayer shawl) and kippah (skullcap), hanukkiah, bimah</li> <li>• Mezuzah</li> <li>• Shema</li> <li>• Kosher</li> <li>• Treyfah</li> <li>• Star of David</li> </ul>	<ul style="list-style-type: none"> <li>• fish/ichthus</li> <li>• Jesus</li> <li>• Rosary</li> <li>• Bible</li> <li>• bar/bat Mitzvah</li> <li>• mitzvoth</li> <li>• commandment</li> <li>• responsibilities</li> </ul> <p>Christian artefacts: Cross, Palm cross, Hot cross bun, Easter cards.</p> <p>Jewish artefacts: menorah, yad, pictures of Torah scrolls, kippah, tallit, Shabbat</p>
<b>Resources</b>	The Easter Story Videos and activities are on the plans.	Photos of special places, and of homes of different faiths. Links on plans to clips and images	Uniform / badges from Brownies / cubs Links to clips and websites on plans
<b>Possible visits / visitors</b>			Leader from local Guide or Scout group

**Year 2**

<b>Unit of Work</b>	<b>What is important to Christians in stories about Jesus?</b>	<b>Light of the world</b>	<b>Faith stories: What makes stories important?</b>
<b>Prior Learning</b>	In F2 the children listened to stories involving Jesus. They know that the Bible is the holy book of Christians.	The children know about Jewish traditions from learning in Year 1. They have learned about Jewish worship and what it is like to live in a Jewish home. They have learned about how important Jesus is to Christians.	In the Autumn term the children learned about how stories about Jesus are important to Christians. They know that the Bible and Torah include teachings.
<b>Core Learning</b>	<p>-Children need to know the importance of Jesus and his teachings to Christians.</p> <p>-Jesus taught that people should be loving, kind and forgiving to everyone because this is what God is like.</p> <p>-Children will know stories of Jesus's life and how he showed his love. They will know that Jesus had followers.</p> <p>-Children will know what made Jesus a good leader.</p> <p>-Children should make connections by thinking, talking and asking questions about how Jesus' life stories impact on the lives of Christians today.</p>	<p>-How Hanukkah is celebrated in a Jewish home.</p> <p>-Describe how Christmas is celebrated in a Christian home.</p> <p>-Use appropriate religious vocabulary such as Christingle, Advent Candle, Christmas, Menorah, Hanukkah etc.</p> <p>-Suggest reasons explaining why Jesus might be called the 'light of the world'.</p> <p>- Identify symbols of light in both festivals suggesting reasons for them.</p>	<p>-To know about sacred texts e.g. Bible, Qur'an</p> <p>-What Jesus teaches about keeping promises</p> <p>-Why keeping promises is a good thing to do</p> <p>-Know what makes a good leader</p> <p>-What are religious stories and what do they symbolise?</p>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>● Jesus</li> <li>● Leader</li> <li>● follower</li> <li>● Bible</li> <li>● Christian</li> <li>● Jew</li> <li>● Miracle</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Celebration</b></li> <li>● <b>Festival</b></li> <li>● Christmas</li> <li>● <b>Advent</b></li> <li>● <b>Hope</b></li> <li>● <b>Joy</b></li> <li>● <b>Peace</b></li> <li>● <b>Love</b></li> <li>● <b>Christingle</b></li> </ul>	<ul style="list-style-type: none"> <li>● Jesus</li> <li>● Bible</li> <li>● Church</li> <li>● Old Testament</li> <li>● New Testament</li> <li>● Torah</li> <li>● Yad</li> <li>● Scroll</li> </ul>

	<ul style="list-style-type: none"> <li>● Forgiveness</li> <li>● Belief</li> <li>● Faith</li> <li>● Role model</li> <li>● Disciples</li> </ul>		
<b>Resources</b>	Jesus Calms the Sea by Laura James.	The Owl who was Afraid of the Dark by Jill Tomlinson Resources to make Christingles	Bibles i-pads Clips from the internet
<b>Possible visits/visitors</b>	Ministers from local churches		

<b>Unit of Work</b>	<b>Easter: celebrations, symbols and feelings</b>	<b>Our World - What Responsibility Has God Given People for Taking Care of Creation?</b>	<b>How do people demonstrate their beliefs? - Link to Humanism</b>
<b>Prior Learning</b>	In Year 2 the children learned about the events of the Easter story.	The Bible contains the Old and New Testaments, and that the stories of Jesus are in the New Testament.	The children know that people have different faiths, and that some people don't believe in God. They have looked at what it means to belong in F2.
<b>Core Learning</b>	<ul style="list-style-type: none"> <li>-Know what celebration means</li> <li>-Why stories are connected with Easter and say why these are important to Christians</li> <li>-Know why Christians celebrate Easter and recognise symbols of Easter</li> <li>-Identify some ways Christians celebrate Easter</li> <li>-Suggest meanings for some symbols used in the Christian celebration of Easter</li> <li>-To know the meaning of the Easter story</li> </ul>	<ul style="list-style-type: none"> <li>-Know what the creation story is and where it is found.</li> <li>-Know what Christians and Jews believe about God, the creator.</li> <li>-Consider how we can look after our world.</li> <li>-Question my own beliefs about creation and consider the beliefs of others.</li> </ul>	<ul style="list-style-type: none"> <li>-To know what a belief is.</li> <li>-To know why forgiveness is good news for Christians.</li> <li>-To know the difference religion can make to people's lives.</li> <li>-To know about the beliefs of humanists.</li> </ul>

<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>● Easter</li> <li>● Palm Sunday</li> <li>● Holy Week</li> <li>● <b>Maundy Thursday</b></li> <li>● Easter Sunday</li> <li>● <b>Cross</b></li> <li>● <b>Church</b></li> <li>● <b>Christians</b></li> <li>● Celebration</li> <li>● <b>Special</b></li> <li>● symbolism</li> <li>● serving</li> <li>● praising</li> <li>● rejoicing</li> </ul>	<ul style="list-style-type: none"> <li>● Creation</li> <li>● Bible</li> <li>● Torah</li> <li>● Old Testament</li> <li>● Christianity</li> <li>● Jew</li> <li>● Judaism</li> <li>● Church</li> <li>● belief</li> <li>● God</li> <li>● <b>Creator</b></li> <li>● <b>Maker</b></li> <li>● <b>Genesis</b></li> <li>● <b>Adam</b></li> <li>● <b>Eve</b></li> <li>● <b>Garden of Eden</b></li> <li>● <b>Natural world</b></li> <li>● Environment</li> <li>● Special</li> <li>● Respect</li> </ul>	<ul style="list-style-type: none"> <li>● God</li> <li>● Belief</li> <li>● Creator</li> <li>● Creation</li> <li>● Unique</li> <li>● God</li> <li>● Christian</li> <li>● Creation</li> <li>● Worship</li> <li>● Nature</li> <li>● Bible</li> <li>● <b>Authority</b></li> <li>● Worship</li> <li>● Prayer</li> <li>● <b>humanist</b></li> <li>● <b>non-religious</b></li> <li>● natural</li> <li>● kindness</li> <li>● freedom</li> <li>● happiness</li> <li>● <b>the Happy Human</b></li> <li>● potential</li> <li>● support</li> <li>● freedom</li> </ul>
<b>Resources</b>	Clips of music and stories from the internet following links on the plans	Links to clips and resources online are on the planning.  Bible	Humanist UK website  NATRE resources  Powerpoint and notes linked on plans

**Year 3**

<b>Year 3</b>			
<b>Unit of Work</b>	<b>I belong to a Muslim Family: Life from the perspective of a Muslim child</b>	<b>Special People, Special Places: The role of the Angels in the Christmas Story</b>	<b>The Sikh Family – Life of a Sikh Child</b>
<b>Prior Learning</b>	The children have heard a story from Islam in F2	Children have heard the Christmas story, and learned about the key events in Year 1. They learned about festivals of light in Year 2.	In the Autumn term the children learned about a Muslim child, so they can compare and contrast. In KS1 they studied Judaism and what it is like in a Jewish home.
<b>Core Learning</b>	<p>Know the difference between the terms Islam and Muslim</p> <p>Know about the 5 pillars and be able to name them and refer to them.</p> <p>What a mosque is and know what happens there.</p> <p>Know about some Islamic traditions.</p> <p>Consider what makes someone a role model.</p>	<p>The importance of Angels and their work for believers and non-believers</p> <p>The importance of the role of the Angels in the Christmas Story</p>	<p>Understand the meaning of the term 'identity' and understand that we all share aspects of our identity with others.</p> <p>Sikhs all share core beliefs and share a common identity.</p> <p>Know where Sikhs worship</p> <p>Understand how the concept of Sewa is reflected in the Sikh holy place and how this concept is extended to outside of the place of worship also.</p>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>● Islam</li> <li>● Muslim</li> <li>● Five Pillars</li> <li>● Shahadah</li> <li>● Salat</li> <li>● Zakat</li> <li>● Sawn</li> <li>● Hajj</li> <li>● Muhammad</li> <li>● Adhan</li> <li>● Aqeeqah</li> <li>● Tasmiyah</li> <li>● Allah</li> <li>● Christianity</li> <li>● Judaism</li> <li>● Font</li> <li>● Holy Water</li> <li>● Cross</li> <li>● God-Parents</li> <li>● Faith</li> </ul>	<ul style="list-style-type: none"> <li>● Mary</li> <li>● Joseph</li> <li>● Jesus</li> <li>● Donkey</li> <li>● Bethlehem</li> <li>● Nazareth</li> <li>● Jerusalem</li> <li>● Angel Gabriel</li> <li>● Star</li> <li>● Shepherds</li> <li>● Three Kings</li> <li>● Stable</li> <li>● Inn Keeper</li> <li>● Census</li> <li>● Taxation</li> <li>● King Herod</li> <li>● Protection</li> <li>● Guardian Angel</li> </ul>	<p><b>Identity</b></p> <ul style="list-style-type: none"> <li>● Shared identity</li> <li>● Unique</li> <li>● Punjab</li> <li>● India</li> <li>● Pakistan</li> <li>● South Asia</li> <li>● Gurdwara</li> <li>● Guru Nanak</li> <li>● Equal</li> <li>● Guru Granth Sahib</li> <li>● Guru</li> <li>● Service</li> <li>● Sewa</li> <li>● Langar</li> <li>● Waheguru (Wonderful God or Lord)</li> <li>● Selfless service</li> <li>● Monotheistic</li> </ul>

	<ul style="list-style-type: none"> <li>● Baptism</li> <li>● Naming ceremony</li> </ul>		
<b>Resources</b>		The Night the Stars Danced for Joy by Bob Hartman  Clips and pictures as shown on the plans	“All that I am” painting by the Singh twins

<b>Unit of Work</b>	<b>Easter: Friendship, Feelings and Forgiveness</b>	<b>Christians Who Inspired and Influenced the World</b>
<b>Prior Learning</b>		
<b>Core Learning</b>	<p>Understand the importance of various religious artefacts to the Easter Story.</p> <p>Why Easter is important to many Christians.</p> <p>Understand what happened on Palm Sunday and why most people were delighted to welcome Jesus.</p> <p>Understand that there were certain groups of people who weren't as welcoming to Jesus when he arrived at Jerusalem and explain why.</p> <p>Know who the disciples were and what they did to help and support Jesus.</p>	<p>Understand what a role model means.</p> <p>Understand what it means to be a courageous advocate.</p> <p>Consider how people are driven to action change and understand that faith can play a part in the paths that people choose.</p> <p>Understand what it means to put your faith into action and to understand that actions have impacts/lasting legacies.</p>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>● Christians</li> <li>● Palm Sunday</li> <li>● Temple</li> <li>● Last Supper</li> <li>● Trial</li> <li>● Golgotha</li> <li>● Cross</li> <li>● Crucifixion</li> <li>● Resurrection</li> <li>● Ascension</li> <li>● Mary</li> <li>● Donkey</li> <li>● Red wine</li> <li>● Bread</li> <li>● Hosanna</li> <li>● Blessed is the King</li> <li>● Glory to God in the Highest</li> <li>● Son of God</li> </ul>	<ul style="list-style-type: none"> <li>● Role Model</li> <li>● Inspire</li> <li>● Inspiration</li> <li>● Leadership</li> <li>● Role Model</li> <li>● Community</li> <li>● Non-Violent</li> <li>● Faith</li> <li>● <b>Legacy</b></li> <li>● <b>Influence</b></li> <li>● <b>Courageous Advocacy</b></li> <li>● <b>Missionary</b></li> <li>● <b>Saint</b></li> <li>● <b>Quaker</b></li> <li>● <b>Prison Reformer</b></li> </ul>

	<ul style="list-style-type: none"> <li>● Maunday Thursday</li> <li>● Good Friday</li> <li>● Easter Sunday</li> <li>● Disciples</li> <li>● Followers</li> <li>● Holy Week</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Civil Rights</b></li> <li>● <b>Activist</b></li> </ul>
<b>Resources</b>		<p>Video clips and resources linked on the Medium term plans</p> <p>UN conventions of the rights of a child</p>
<b>Possible visits / visitors</b>		

**Year 4**

Unit of Work	Worship and Worshipping - a comparison of Islam and Christianity	Special People. special places - the role of the shepherds in the Christmas story	Journeys and Moving on - Christianity (Mary Jones)
<b>Prior Learning</b>			
<b>Core Learning</b>	<p>Children will know what it means to pray and be able to create simple prayers of their own.</p> <p>Know that Muslims pray in a certain way and follow certain rules</p> <p>An understanding of the Call To Prayer and what it means to Muslim people.</p> <p>An understanding of the Lord's Prayer and what it means to Christians.</p> <p>There are different holy books for each of the World Religions and they will know how to respect the Qur'an.</p> <p>Understand why the Qur'an is sacred to Muslims and begin to understand how God is respected in the Islamic faith.</p> <p>Understand how sacred texts influence behaviour.</p>	<p>Know the key points of the Christmas Story.</p> <p>Why the shepherds were chosen and to consider how the shepherds may have reacted to the angel visitation.</p> <p>Know what the role of a shepherd might involve and to understand what their lives may have been like in Biblical times.</p>	<p>Children will understand what a religious journey is and why people make them.</p> <p>Recognise what a pilgrimage is and know about famous pilgrimages for the main world religions.</p> <p>Consider what it means to live a good life and if religion should always shape that life/beliefs.</p> <p>Identify local places of worship and recognise the various reasons that people may visit them.</p> <p>Know why people embark on pilgrimages and why pilgrimages are important to believers.</p>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>● Prayer</li> <li>● God</li> <li>● Religion</li> <li>● Thankful</li> <li>● Forgiveness</li> <li>● Comfort</li> <li>● Healing</li> <li>● Hope</li> <li>● Faith</li> <li>● Worship</li> </ul>	<p>Frankincense Gold Myrrh Jesus Love Forgiveness Angel Gabriel Shepherds Kings Mary</p>	<ul style="list-style-type: none"> <li>● Journey</li> <li>● <b>Pilgrimage</b></li> <li>● Landmarks</li> <li>● Church</li> <li>● Mosque</li> <li>● <b>Temple</b></li> <li>● <b>Gurdwara</b></li> <li>● <b>Synagogue</b></li> <li>● <b>Mandir</b></li> <li>● <b>Humanism</b></li> </ul>

	<ul style="list-style-type: none"> <li>● Muslim</li> <li>● Christian</li> <li>● Kingdom</li> <li>● Muhammad</li> <li>● Angel Gabriel</li> <li>● Bible</li> </ul> <p><b>New vocabulary:</b></p> <ul style="list-style-type: none"> <li>● Mecca</li> <li>● Prayer Beads</li> <li>● Prayer Mats</li> <li>● Compass</li> <li>● Recite</li> <li>● Ritual</li> <li>● Madrasas</li> <li>● Call To Prayer</li> <li>● Pilgrimage</li> <li>● Hajj</li> <li>● Minaret</li> <li>● Mosque</li> <li>● Muezzin</li> <li>● Fajr</li> <li>● Zuhr</li> <li>● Asr</li> <li>● Maghrib</li> <li>● Isha</li> <li>● Qur'an</li> <li>● Sacred</li> <li>● Rihal</li> <li>● Bismallah</li> <li>● Prayer beads</li> <li>● Merciful</li> <li>● Compassionate</li> </ul>	<p>Joseph Jesus</p> <p><b>New vocabulary:</b> <b>Star of Bethlehem</b> <b>Navigation</b> <b>Astronomy</b> <b>Orient</b> <b>Deity</b> <b>Swaddling Clothes</b> <b>Manger</b></p>	<ul style="list-style-type: none"> <li>● <b>Spiritual</b></li> <li>● <b>Moral Code</b></li> <li>● Religion</li> <li>● Faith</li> <li>● <b>Legacy</b></li> <li>● <b>Bible Society</b></li> </ul>
<p><b>Resources</b></p>	<p>Michael Rosen's poem 'These are the Hands' Pictures of hands in artwork Clips and website links in planning</p>	<p>Bible A Flock Of Angels short story from the Bob Hartman book The Noisy Stable. Bob Hartman's It Begins In Bethlehem You Tube Mick Inkpen's The Fox's Tale While Shepherds Watched Their Flocks lyrics</p>	<p>Images of different places Maps of the local area Information on Mary Jones from <a href="http://biblesociety.org">biblesociety.org</a> and Youtube</p>

		We Three Kings lyrics In The Bleak Midwinter lyrics The Shepherd's Story by Jimmy Dunne Refuge by Anne Booth	
<b>Possible visits/visitors</b>	Wirral Deen Centre	Local church leaders	

<b>Unit of Work</b>	<b>Easter: Friendship, Feelings and Forgiveness</b>	<b>Religion and the Environment - Making a difference for now and for the future</b>
<b>Prior Learning</b>		
<b>Core Learning</b>	<p>Recognise and order the key parts of the Easter Story and understand their significance.</p> <p>Understand and explain that Jesus had supporters but he also had people who did not like him.</p> <p>Understand the associated symbolism within the Easter Story and how it is still relevant to Christians in their everyday modern lives.</p> <p>Understand and explain why Christians believe that Jesus died to save them from their sins.</p>	<p>Understand the impact of our actions on others and on the world.</p> <p>Understand ways that we can help the earth recover before it is too late.</p> <p>Know that we all have a collective responsibility to protect the earth for now and for the future.</p> <p>Understand how I can address environmental issues and know I can make a positive impact.</p> <p>Understand what it means to be a responsible citizen.</p>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>● Palm Sunday</li> <li>● Last Supper</li> <li>● Judas' Betrayal</li> <li>● Garden of Gethsemane</li> <li>● Trial</li> <li>● Crucifixion</li> <li>● Burial</li> <li>● Resurrection</li> <li>● Triumphant</li> <li>● Hosanna</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Ethical code</b> – This is when we use our knowledge of what is right and what is wrong to inform the decisions that we make</li> <li>● <b>Moral compass</b> – These are our internal set of values that help us with our decision making</li> <li>● <b>Stewardship/Caretakers of the Future</b> – This is the job of taking care of something. In terms of religion, it is looking after the world for God.</li> </ul>

	<ul style="list-style-type: none"> <li>● Disciples</li> <li>● Last Supper</li> <li>● Communion</li> <li>● Disciples</li> <li>● Betrayal</li> <li>● Denial</li> <li>● Guilt</li> <li>● Sins</li> <li>● Forgiveness</li> <li>● Tomb</li> <li>● Symbolism</li> <li>● Bible - <b>verse and chapter</b></li> <li>● <b>Temple</b></li> <li>● <b>Pontius Pilate</b></li> <li>● <b>Golgotha</b></li> <li>● <b>Ascension</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Lasting legacy</b> – This is about how you live your life now to impact on future generations</li> <li>● <b>Community</b> – this can be local community, national community or, ultimately, global community</li> <li>● <b>Responsibility</b> – This is when you are accountable for someone or something and you look after it</li> <li>● <b>Sustainable</b> - This means living without damaging the environment for now and for the future</li> <li>● <b>Protest</b> – This is when you object to something because you feel so strongly about it.</li> </ul>
<b>Resources</b>	<p>Lion Kids Bible  Links to Youtube videos on the plans  Equipment for clean pennies experiment  Hot cross buns</p>	<p>Story of Two Men in a Boat  Poem “And Humans Said” from Green Issues in Religions: Who Cares?  Youtube clip links on planning</p>
<b>Possible visits / visitors</b>	Local church leaders	

Year 5

Unit of Work	What is it like to follow a Jewish way of life in Britain today?	True Meaning of Christmas	Faith in Action
Prior Learning			
Core Learning	<p>-Jews are monotheists.</p> <p>-Judaism teaches that G-d created the world.</p> <p>-Jews believe that they are the ‘chosen people’ of G-d. This means that G-d selected them to live their lives according to his will and to set an example to others of how he wanted everyone to live.</p> <p>-The Jewish sacred texts are the Torah – the Written Torah and the Oral Torah.</p> <p>-Jews are required to follow the Ten Commandments and the other laws in the Torah.</p> <p>-Judaism is a religion of many festivals. The weekly celebration of Shabbat (Sabbath) is sometimes seen as the most important. It takes place both in the home and the synagogue and the major requirement is that no work should be undertaken from sunset on Friday until sunset on Saturday.</p> <p>-The principal Jewish place of worship is the home, but the central place for community worship is the synagogue.</p> <p>-Within Judaism, there are many different groups.</p> <p>-Judaism teaches that anyone born to a Jewish mother is necessarily Jewish.</p> <p>-‘Belonging’ is an essential aspect of Judaism. To be a Jew is to be part of a community and a tradition as well as a religion.</p>	<p>Why Christians celebrate Christmas and describe how a Christian would celebrate.</p> <p>The importance of love at Christmas time in Christianity.</p> <p>Explain the meaning of ‘incarnation’.</p> <p>Know why people give gifts at Christmas time.</p> <p>The meaning of commercialisation and its impact on Christmas.</p>	<p>Know some of Jesus’ teachings about putting Christian beliefs into action.</p> <p>What Christianity teaches about charity.</p> <p>Know some ways in which believers express their beliefs in God.</p> <p>Consider the impact of Christian and Islamic beliefs on peoples’ lives in terms of vocation and daily life.</p> <p>Relate religious knowledge to the lives of others.</p> <p>Consider what motivates people to get involved in different causes.</p> <p>Know that the Five Pillars of Islam help Muslims put their faith in action.</p> <p><b><u>Main concepts:</u></b></p> <ul style="list-style-type: none"> <li>● <b>Meaning and Purpose:</b> children consider what motivates people to get involved in different causes.</li> <li>● <b>Beliefs and Practices:</b> Children explore teachings of significant religious people.</li> <li>● <b>Values and Commitments:</b> Children explore commitment as demonstrated in the work of others.</li> </ul>

	<p>-The Sabbath, the festivals and the sharing of rites of passage all serve to bring the community together.</p> <p>-Faith and commitment are intertwined through practice and tradition and almost every aspect of Jewish life is influenced by religion: eating; clothes; prayer; the structure of the week and of the year.</p>		
<p><b>Vocabulary</b></p>	<p><b>Rabbi:</b> A teacher of Jewish law.</p> <p><b>Torah:</b> The Five Books of Moses: Genesis, Exodus, Leviticus, Numbers and Deuteronomy.</p> <p><b>Shabbat:</b> The seventh day of the Jewish week, which is a day of rest and is often used for prayer.</p> <p><b>Seder plate:</b> A plate on which the symbolic foods of the Seder are placed, including lamb, bitter herbs, roasted egg and horseradish.</p> <p><b>Synagogue:</b> A Jewish place of worship, prayer, a place of study and sometimes a community centre.</p> <p><b>Passover:</b> A celebration of the Jewish people's freedom from slavery in ancient Egypt. They were led out of Egypt by Moses.</p> <p><b>Star of David:</b> Known as the shield of David, this is a well-known symbol of Judaism.</p> <p><b>Skull cap/Kippah/Kippot:</b> A cap that covers a man's head, during prayer, eating and studying.</p> <p><b>Covenant:</b> Jewish people believe that they have a unique relationship with God and that Israel is the land promised by God to Abraham and</p>	<ul style="list-style-type: none"> <li>● <b>Pagans/Paganism</b></li> <li>● <b>Saint Nicholas</b></li> <li>● <b>Secular</b></li> <li>● <b>Saviour</b></li> <li>● <b>Sin</b></li> <li>● Sacrifice</li> <li>● <b>Incarnation</b></li> <li>● <b>Paradox</b></li> <li>● <b>Orthodox</b></li> <li>● <b>Omnipotent</b></li> <li>● <b>Omnipresent</b></li> <li>● <b>Omniscient</b></li> <li>● Refugee</li> <li>● Wise Men</li> <li>● King Herod</li> <li>● Gold</li> </ul>	<ul style="list-style-type: none"> <li>● Faith</li> <li>● Muslim</li> <li>● Islam</li> <li>● Five Pillars of Islam</li> <li>● Allah</li> <li>● Jew</li> <li>● Judaism</li> <li>● New vocabulary:</li> <li>● <b>Monotheism</b></li> <li>● <b>Samaritan</b></li> <li>● <b>Inclusion</b></li> <li>● <b>Prejudice</b></li> <li>● <b>Discrimination</b></li> <li>● <b>Equality</b></li> <li>● <b>Parable</b></li> <li>● <b>Salvation Army</b></li> </ul>

	<p>the Jews as part of the Covenant.</p> <p><b>Tefillin:</b> a set of small black leather boxes with leather straps containing scrolls of parchment inscribed with verses from the Torah.</p> <p>Holy</p> <p>Mitzvat</p> <p>Reform and Orthodox</p> <p>Rite of passage</p>	<ul style="list-style-type: none"> <li>• Frankincense</li> <li>• Myrrh</li> <li>• <b>Commercialisation</b></li> </ul> <p><b>NB</b> <b>Bold Vocabulary = New Vocabulary</b></p>	
<b>Resources</b>	<p>Links to clips and websites on the plans</p> <p>Sweet smelling spices</p>	<p>The Island by Armin Greder</p> <p>Links to clips and information on the plans</p> <p>Christmas cards, wrapped presents</p>	<p><b>UNCRC</b></p> <p>Article 2 (non-discrimination)</p> <p>Article 14 (freedom of thought, belief and religion)</p> <p>Article 30 (children from minority or indigenous groups)</p> <p>Links on plans to clips and information</p> <p>Pictures of the people being studied</p> <p>Selection of leaflets</p>
<b>Possible visits/visitors</b>	A person of Jewish faith	Local church - St Barnabas Christmas tree festival	

<b>Unit of Work</b>	<b>Journey with Jesus to the Cross</b>	<b>Humanism / Spirited Arts</b>
<b>Prior Learning</b>		
<b>Core Learning</b>	<p>To know the key events of Holy Week.</p> <p>Know some of the ways that Christians remember these events.</p>	<p>Know that humanists...</p> <p>Value humanity</p> <p>Use science and evidence as the way to understand the world</p>

	<p>Explain the symbolism of the bread and wine in the Last Supper.</p> <p>Consider the emotions felt by Christians when they look at Jesus on the cross.</p> <p>Know why Easter is a festival of mixed emotions for Christians.</p> <p>Know why Jesus was arrested and consider different reasons as to why Jesus was crucified.</p>	<p>Don't believe in a god or gods.</p> <p>Don't believe in an afterlife and want to make the most of their one life.</p> <p>Have the belief that we can lead good and happy lives without the need for religion</p> <p>Respect different people's choices and different ways of life</p> <p>Use reason, empathy, compassion, and respect when deciding how to behave</p> <p>Have the willingness to adapt or change beliefs when faced with new evidence.</p>
<p><b>Vocabulary</b></p>	<ul style="list-style-type: none"> <li>● Disciples</li> <li>● <b>Resurrection</b></li> <li>● <b>Crucifixion</b></li> <li>● Holy Week</li> <li>● <b>Betrayal</b></li> <li>● <b>Blasphemy</b></li> <li>● <b>Pharisees</b></li> <li>● <b>Justice</b></li> <li>● <b>UNCRC</b></li> <li>● <b>Human rights</b></li> <li>● Gethsemane</li> <li>● <b>Salvation</b></li> <li>● <b>Sacrifice</b></li> </ul>	<ul style="list-style-type: none"> <li>● Environmentalist</li> <li>● Worldview</li> <li>● <b>Philosophy</b></li> <li>● <b>Atheism</b></li> <li>● <b>Agnosticism</b></li> <li>● Evidence</li> <li>● Reason</li> <li>● <b>Logic</b></li> <li>● Faith</li> <li>● Authority</li> <li>● Morals</li> <li>● <b>The Golden Rule</b></li> <li>● Empathy</li> </ul>

	<ul style="list-style-type: none"><li>● <b>Atonement</b></li><li>● <b>Reconciliation</b></li><li>● The Last Supper</li></ul>	<ul style="list-style-type: none"><li>● <b>Evolution and Natural Selection</b></li><li>● Rights and Responsibilities</li><li>● Campaign</li></ul>
<b>Resources</b>		
<b>Possible visits / visitors</b>		

**Year 6**

<b>Unit of Work</b>	<b>Why don't some people believe in God?</b>	<b>What do Christian people believe God is like and what is incarnation?</b>	<b>Are there similarities and differences in prayer in different traditions?</b>
<b>Prior Learning</b>	Year 5 learned about religions and worldviews, and considered personal and organised worldviews.	This unit follows on from the learning in Y5 on agape.	Children have learned about features of worship across different religions, and know that prayer is common across them. They studied the Lord's Prayer in Y2. They know that for Christians, prayer often includes different elements.
<b>Core Learning</b>	<p>-Science and religion often offer different types of information</p> <p>-The Big Bang theory suggests that the Universe was not started by an intelligent, powerful creator God</p> <p>-Someone who does not believe in God is called an 'atheist'</p> <p>-Someone who is not sure if there is a God is called an 'agnostic'</p> <p>-There are different reasons for atheism and agnosticism</p>	<p>Christians believe that "God is love" – compassionate, all knowing (omniscient), everywhere at once (omnipresent), all powerful (almighty), pure, set apart (holy).</p> <p>Christians believe that it matters what people do.</p> <p>When people treat others badly (sin) it makes God upset and angry.</p> <p>Recognize that Christians use evidence to support their belief in God.</p>	<p>-Prayer is a significant feature of many religions</p> <p>-Prayer may take different forms, including public recitation and ritual, as well as private prayer</p> <p>-Some examples of prayer(s) from at least two traditions</p> <p>-How religious studies and psychology can ask different questions and use different methods, and be able to describe some examples of these</p>
<b>Vocabulary</b>	Atheist, agnostic, theist, worldviews, Humanist, Scientific, Religious	Gospel, Immanuel, omniscient, omnipresent, almighty, holy	Psychology, practice, worshipper, impact, public, community, personal
<b>Resources</b>	<a href="https://www.natre.org.uk/resources/termly-mailing/inspiring-re/living-without-god/why-dont-some-people-believe-in-god/">https://www.natre.org.uk/resources/termly-mailing/inspiring-re/living-without-god/why-dont-some-people-believe-in-god/</a>	<a href="http://www.amvsomerset.org.uk/resources/exemplars/2019-upper-ks2-exemplars/">http://www.amvsomerset.org.uk/resources/exemplars/2019-upper-ks2-exemplars/</a>	<a href="https://www.natre.org.uk/resources/termly-mailing/bqic-primary-big-questions-big-answers/investigating-worship/are-there-similarities-and-differences-in-prayer-in-different-traditions/">https://www.natre.org.uk/resources/termly-mailing/bqic-primary-big-questions-big-answers/investigating-worship/are-there-similarities-and-differences-in-prayer-in-different-traditions/</a>
<b>Possible visits/visitors</b>		Visit from local minister	

Unit of Work	Christian Faith in Action	Why is Hany El Banna an inspiration to Muslims?	How do beliefs change on the journey of life?
<b>Prior Learning</b>	Y4 unit 'Who can change the community?' taught the children some ways in which people with faith try to improve communities.	Children know about Islamic beliefs through learning in Y3,4 and 5. In Y4 the children found out different ways people with faith help their communities. Direct link to previous unit on Christian faith	Each year the children have had a unit on Journeys. They have considered their own journey, learned about religious journeys, and pilgrimages in different faiths.
<b>Core Learning</b>	<p>-The fundamental Christian belief in God and Jesus and an awareness of how these affect the lives of Christians.</p> <p>-How Christian faith can affect people's lives and work and the lives of others.</p> <p>- A developing understanding of what prayer is and why people pray.</p> <p>-Knowledge of global Christian charities</p> <p>-Knowledge of how churches in the local community support others</p>	<p>Dr Hany El Banna started the charity Islamic Relief in 1985</p> <p>Islamic Relief gives away over £100 million a year to help people in need all over the world</p> <p>-Muslims practise various forms of charity, generosity and giving, including zakah, one of the five pillars of Islam</p> <p>-Muslims try to follow the teaching of both the Qur'an (scripture) and the Hadith (sayings of the prophet Muhammad), and this leads them to think about how they use their money, time and gifts</p> <p>-Dr Hany El Banna is an inspiring figure to Muslim people in the UK, and his story might offer inspiration to anyone</p>	<p>-People's upbringing can have a huge impact on their beliefs and ways of living, and that they can change their beliefs during their lives</p> <p>-Many religious believers find faith in God makes them want to make the world a better place: they see injustice and want to do something about it</p> <p>- People without religious faith can also be stirred to seek justice</p>
<b>Vocabulary</b>	Belief, faith, global, contemplation, reflection, impact	Zakah, Qur'an, scripture, hadith, Prophet Muhammad, Islamic Relief	Significant, belief, justice, injustice, faith
<b>Resources</b>	Wirral SACRE plan	<a href="https://www.natre.org.uk/resources/termly-mailing/inspiring-re/inspirational-people/why-is-hany-el-banna-an-inspiration-to-muslims/">https://www.natre.org.uk/resources/termly-mailing/inspiring-re/inspirational-people/why-is-hany-el-banna-an-inspiration-to-muslims/</a>	
<b>Possible visits / visitors</b>	Visit(s) to local Churches (– which may include Easter trail). Visits from local church leaders, or other Christian people whose faith affects their life	Wirral Deen centre Wirral MEAS visitors Liverpool Community spirit	