



		Year 5 <i>4 lessons per fortnight</i>			
	Wk	Topic	Learning content	Assessment	
Autumn	1	<b>What is Religion</b>	Identify and label a range of religions, symbols and founders.		
	2	<b>Looking for God,</b> [All Religions]	Develop a world awareness of different cultures and beliefs.	Baseline Assessment	
	3		Form their own opinions on religious beliefs and their identity.		
	4		<i>Key Vocabulary</i> Hinduism, Buddhism, Sikhism, Christianity, Judaism, Islam, Founder.		
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	6				
	7		<b>This is me!</b>	Gain chronological understanding of time of Advent.	
	8	<b>Advent</b> [Christianity]	Understand key events of Advent, symbols and festival of Christmas.		
	9		Interpret scripture on the events of Jesus' birth and how Christians celebrate Advent today.		
	10		Pupils reflect on their own identity and how this makes them unique to others.	Peer Assessment including chronology	
	11		Examine our differences and how these should be celebrated.		
	12		<i>Key Vocabulary</i> Festivals, Advent, Epiphany, Gospels, Testament, Magi		
	13				
	14			Extended writing: Religious festivals	
	15				
Spring	1		<b>What does it mean to be Christian today?</b>	Identify key events during period of Lent. Understand significance of the Holy Communion and how this links to Jesus' sacrifice.	
	2	Pupils to actively take part in understanding how Christians perform the Eucharist.			
	3	Looking at religious art work and comparing views.			
	4				
	5	<b>Looking after myself and healthy lifestyle</b>		Explain what is a healthy lifestyle. Identify key foods and exercises pupils need to do to be healthy.	
	6	Explain impact of unhealthy lifestyle. Consider their own diets/exercise and ways to make improvements. Self-esteem and good mental health		Topic Assessment: Lent	
	7	<b>What does it mean to be a Muslim in Britain today?</b>	Explain what it means to be a Muslim in Britain today.	Peer Assessment	
	8		What is good and what is challenging about being a teenage Muslim in Britain today?		
	9		Explaining religious beliefs and practices and compare to own views.		
	10		Identify different types of families and celebrating diversity.		
Summer	1	[Islam]	<i>Key Vocabulary</i> Diversity, Islam, Mosque, Quran, Five Pillars of Islam.		
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	6	<b>Creation Stories Religion and the Environment</b>	Studying creation stories and understanding different interpretations. Understanding biblical scripture	Newspaper report/article: creation	
	7	<b>Climate Change Stewardship</b> SRE [All Religions]	Understanding what is meant by stewardship and how to be a good steward.		
	8		Explain why people should care for God's creation and practical ways of doing this.	Teacher assessment: stewardship	
	9		<i>Key Vocabulary</i> Stewardship, awe, wonder.		
	10				
	11				

		Year 6 <i>4 lessons per fortnight</i>		
	Topic	Learning content	Assessment	
	<b>The Journey of Life</b> [Islam, Christianity and Judaism]	Pupils to identify significant rites of passages for believers, including baptism, confirmation and marriage.		
		Explain characteristics of people including nature and nurture.	Baseline test	
		Identify human rights and explain the significance.		
		<i>Key Vocabulary</i> Baptism, Bar & Bat Mitzvah, Sacrament, Communion, Confirmation		
	<b>Where am I going? What am I worth?</b>	Identify their aspirations and goals for their future.	Extended Writing	
		Develop a sense of pride for achievements. Develop mechanisms for coping when things do not always go to plan.		
		Express their ideas of the purpose and life.		
		<i>Key Vocabulary</i> Aspiration, ambition		
<b>The Seven Deadly Sins</b>	Identify seven deadly sins	Exam style question		
	Explain relevance of each sin within religion and their own lives today.			
	Analyse scripture and how these reflect each sin.			
	<b>What matters most to Christians and Humanists.</b>	Understand parables from the Bible and how they teach Christians how to live their lives in the best way.		
		Dealing with feelings and how to express our views		
	Reflect on the significance of Christian and Humanist beliefs.			
	<i>Key Vocabulary</i> Humanism, anger, lust, jealousy, covet			
<b>Our multicultural World</b>	Studying different religious beliefs and places of worship.	Self-marked Assessment		
	Identify significant features of the places of worship.			
	<b>Places of Worship</b>	Celebrate diversity and looking at what 21 <sup>st</sup> Century Britain looks like.		
		<i>Key Vocabulary</i> Diversity, Culture, Synagogue, Gurdwara, Mosque, Church, Chapel, temple.		
	<b>Standing up for what I believe in</b> [All Religions]			
<b>Questions, questions, questions</b>  <b>What happens when we feel down?</b> RSE	Consider strategies about what to do when suffering or feeling down.	Teacher assessment.		
	Identify signs of puberty and explain change of feeling.			
	<i>Key Vocabulary</i> Puberty			