

LKS2 Cycle A Religious Education Medium Term Planning

LKS2	Unit Type	Main Enquiry Question	Lesson Challenge	Key knowledge	Key vocabulary	Enrichment
Autumn	Other core religions	How do Hindus worship? *Diwali Festival (November)	L1 – What does a Hindu shrine look like? L2 – How does a Hindu family perform puja? L3 – How can we use our senses to describe the mandir? L4 – What happens in a mandir? L5 – Does good defeat evil? L6 – Who are Rama and Sita? L7 – Why do Hindus have divas? L8 – How else do Hindus celebrate Divali? L9 – So, how do Hindus worship?	Core knowledge Worship in the mandir: puja, arti, the role of murtis, imagery and symbolism in the mandir, importance of community worship. How beliefs and feelings are expressed through communal celebration of Divali. Stories from Hindu scriptures with a moral e.g. Rama and Sita (good wins over evil, loyalty, sacrifice, love). Secondary knowledge -Worship rituals like puja and arti show Hindu values of respect, devotion, and community. -Stories like Rama and Sita teach moral lessons about loyalty, sacrifice, and good triumphing over evil. -Divali is both a religious festival and a time for family, community, and renewal. -Hindu beliefs include one supreme reality (Brahman), the Trimurti, and avatars, reflecting diverse practices. -Pupils should consider big ideas like good vs evil, the meaning of	Ramayana Arti Symbol Divali Celebration Hanuman Hindu Mandir Murti Rama Worship Lakshmi Puja Shrine Sita Brahman Community Diva	Visit Newcastle Hindu Temple Faith group visit Puja tray <u>Arts</u> Create diwali art work exploring use of colour. Create a dance routine with movements to represent senses in the mandir. Role play the story of Rama and Sita.

				religious objects, and respect different views.		
Christmas	Whole school topic	How and why is Advent important to Christians?	L1 – What is Advent? L2 – Why is Isaiah read during Advent? L3 – What would be in a Christian Advent calendar?	Core knowledge When Advent is and its purpose in Christianity. How Advent is marked within the Christian churches. Secondary knowledge -Isaiah's prophecy and its link to Christian hope. -Meaning of Advent symbols (wreath, candles, calendar). -Advent as a time of waiting and preparation for Jesus. -Different ways Christians celebrate Advent. -Advent's role in personal and community reflection.	Advent Solemn Prophets Stole Isaiah Altar cloth Preparation	Visit a local church Faith group visit <u>Arts</u> Create a class Advent calendar
Spring	Christianity	What can we learn about Christian worship and beliefs by visiting churches? *Holi (Hindu Holiday)	L1 – What is worship? L2 – What symbols can be seen on our church visits and what do they mean? L3 – Why do some churches use colour? L4 – How could I use colour to express my ideas, feelings and beliefs? L5 – Should all worship be the same? L6 – So, what do we know about Christian symbols and beliefs from our investigation?	Core knowledge The nature of God shown through metaphors and symbols in church; the otherness of God (transcendent) who inspires awe, wonder and devotion. How buildings, symbolic objects and actions are used to express beliefs and feelings. Introduction to diversity of practice in Sunday worship in the local area.	Denominations Crucifix Symbol Worship Candles Cross Church	Visit different local churches to see diversity of practice Faith group visit <u>Arts</u> Compare different styles of worship music (calm, joyful, reflective). Observational drawings of church symbols (during a

				Prayer and its importance for Christians including aids to prayer. Secondary knowledge -How Christian worship practices and church buildings reflect historical and cultural influences. -The role of the Bible in shaping worship and prayers across denominations. -Basic reasons for differences between Christian denominations in worship styles. -The meaning behind key symbols and actions in worship (e.g., cross, kneeling). -Worship as a communal activity for teaching, reflection, and expressing faith. -Different types of prayer and the use of prayer aids. -Respect for diversity in worship practices and encouraging personal reflection.		visit or from pictures). Create a colour-mood board for colours used in church or match sounds to the colours used.
Easter	Whole school topic	What do Christians remember on Palm Sunday? *St George's Day	L1 – How and why did people react differently when Jesus came to Jerusalem? L2 – What do Christians mean when they call Jesus 'king'? L3 – How do Christians celebrate Palm Sunday today?	Core knowledge The story of Jesus' triumphal entry into Jerusalem (Palm Sunday). Belief in Jesus as King/Messiah. Practices and objects connected with celebration of Palm Sunday in churches. Secondary knowledge	Palm Sunday Palm leaves Messiah	Faith group visit Visit a local church Arts Make a palm cross

				-The significance of palm branches and cloaks in the historical context of Jesus' time. -The meaning of the term <i>Messiah</i> and its importance in Jewish and Christian traditions. -How the events of Palm Sunday connect to the wider Easter story. -Differences in how Palm Sunday is marked across Christian denominations and cultures. -The symbolism of Jesus riding a donkey and how this reflects Christian ideas of humility and peace.		
Summer	Other core religions	What and how do Hindus believe?	What do Hindus believe about God? L1 – Can one be many? L2 – What is the Trimurti? L3 – Why is Ganesh special to Hindus? L4 – What more can we find out about Hindu deities? L5 – Can you believe if you don't see? How do Hindu beliefs affect actions? L6 – What do Hindus believe happens after you die? L7 – What is karma? L8 – Is ahimsa important? L9 – So, how do Hindu beliefs affect actions?	Core knowledge Belief in one God (Brahman) worshipped in many forms: - Trimurti (Brahma, Vishnu, Shiva) - Concept of avatars eg Rama, Krishna - Nature of God as expressed in murtis (images), pictures, symbols, Aum - Male, female and animal representations of God. Introduction to belief in atman (individual soul), karma. Belief in ahimsa: respect for forms of life. Belief in reincarnation. How belief and respect for all living things (ahimsa) has an impact on	Brahman Consequence Shiva Parvati Ahimsa Vishnu Kali Reincarnation Brahma Durga Ganesh Karma	Visit Newcastle Hindu Temple Faith group visit Holi colour run <u>Arts</u> Identify the architectural features of a Hindu temple (visit or virtual tour). Explore and discuss murtis. Create a dance routine exploring one as many (starting as one and ending as many).

				behaviour and actions eg vegetarianism/food laws, non-violence. How belief in karma has an impact on behaviour and actions eg seva (service for others). Secondary knowledge -Hindus believe in one supreme being (Brahman) who is worshipped in many forms. -The Trimurti (Brahma the creator, Vishnu the preserver, Shiva the destroyer) represent key aspects of Brahman. -Deities such as Ganesh, Durga, Kali, and Parvati reflect different qualities of God and are often represented in murtis (images/symbols). -Avatars, such as Rama and Krishna, are seen as earthly forms of Vishnu. -Hindus believe in the atman (soul), which lives on after death in a cycle of reincarnation. -Karma (actions and consequences) affects the cycle of rebirth. -Ahimsa (non-violence and respect for all life) influences Hindu behaviour, e.g., vegetarianism and non-violence. -Beliefs influence Hindu daily life through acts of seva (selfless service), moral choices, and behaviour towards others.		Dramatic freeze frames to depict each role in the cycle of life (beginning, sustaining, change).
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**GDS
opportunities**

- Use a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences.
- Make links and describe some similarities and differences both within and between religions.
- Describe the impact of religion on people's lives.
- Suggest meanings for a range of forms of religious expression.
- Raise, and suggest answers to, questions of identity, belonging, meaning, purpose, truth, values and commitments.
- Apply their ideas to their own and other people's lives.
- Describe what inspires and influences themselves and others.