

UKS2 Cycle A Religious Education Medium Term Planning

UKS2	Unit Type	Main Enquiry Question	Lesson Challenge	Key knowledge	Key vocabulary	Enrichment
Autumn	Other core religions	What do Sikhs believe? Why do Sikhs go to the Gurdwara?	L1 – What are the origins of Sikhism? L2 – What do Sikhs believe about God? L3 – What is the Khanda? L4 – So, what do Sikhs believe? L5 – How do Sikhs worship in the Gurdwara? L6 – How important is the Guru Granth Sahib in Sikhism? L7 – What are the Sikh prayers and how do they contrast with each other? L8 – What is the langar?	Core knowledge Sikh belief in one God who is Creator, Sustainer and Truth, without form or image. The Mool Mantra as a key description of God, and the symbol Ik Onkar. Equality as a central Sikh belief. The Khanda as the main symbol of Sikhism. Life after death as part of Sikh belief. The role of the 10 human Gurus. The Khalsa and how Sikh beliefs are reflected in the 5 Ks. Sikh identity expressed through names such as <i>Kaur</i> and <i>Singh</i>. Naming ceremony (Naam Karan). Worship in the Gurdwara. Secondary knowledge	• Guru • Mool Mantra • Ik Onkar • Khanda • Khalsa • Gurdwara	Gurdwara visit or virtual tour Invite a Sikh faith member into school <u>Arts</u> Identify the architectural features of a gurdwara (visit or virtual tour). Pupils design their own model or 2D plan of a Gurdwara, focusing on its purpose and key features. Pupils recreate the experience of being in a Gurdwara using sound and role play. Pupils explore Sikh beliefs through artistic interpretation of the Khanda symbol.

				-Examples of how Sikhs put equality into action (Langar, serving others). -Stories from the lives of the Gurus that illustrate Sikh values. -Cultural and community aspects of Sikh baby naming ceremonies. -Different roles within the Gurdwara community (sevadars, musicians). -How sangat (community) supports equality and shared responsibility.		
Christmas	Whole school topic	How and why is Advent important to Christians?	L1 – What are the themes of Christmas? L2 – How can we see the themes of Christmas in the birth stories? L3 – Are the themes of Christmas important today?	Core knowledge What is meant by the word 'secular' The key ideas, beliefs and themes shown in the birth stories The impact these themes have on individuals and communities today Secondary knowledge -Differences between secular and religious celebrations of Christmas. -Overview of the Nativity accounts in Matthew and Luke. -Meaning of Advent as a time of preparation and hope. -Christian symbols and practices during Advent (e.g. candles, wreaths, calendars). -Theological themes of light, peace, joy, and love. -How Advent connects to wider Christian beliefs about Jesus' return. -Examples of how Christians put Advent themes into action (e.g.	Secular Love Giving Peace Goodwill Joy	Visit different local churches and compare Advent preparations Faith group visit <u>Arts</u> Perform a Christmas show. Pupils retell the Nativity story using movement, narration, and music to explore Advent preparation. Pupils explore how music expresses Advent themes and create their own simple Advent chant or song.

				charity, community work).		
Spring	Christianity	What do Christians believe about God?	L1 – How might Christians use metaphor to understand God? L2 – What do Christians believe about God as creator: - from the Genesis creation story? - from the metaphor of God as a potter? L3 – How do Bible metaphors show God as protecting and saving? L4 – How do Bible metaphors show God's power? L5 – How do Bible metaphors show God's authority? L6 – How do Christians believe in three in one? L7 – Why do Christians believe in God as alpha and omega?	Core knowledge The nature of God as creator, ruler, provider, just, loving. Shown through metaphors for God: Potter, Father, Rock, Shepherd, Shield. The otherness of God (transcendent) who inspires awe, wonder, devotion. Introduction to Trinity: creator God, loving God, powerful God. How belief in God will affect Christians e.g. prayer. Introduction to how Christian values will affect views on moral issues – environment. Secondary knowledge -Christians use metaphors (e.g. Father, Rock, Potter) to describe different qualities of God. -The Genesis creation story shapes belief in God as creator; some take it literally, others symbolically. -Bible metaphors show God as powerful, loving, protective, and just. -The Trinity expresses belief in one God in three forms: Father, Son, and Holy Spirit. -“Alpha and Omega” shows belief in God's eternal nature. -Belief in God affects Christian actions, such as prayer, moral	Bible Trinity Authority Saviour Christians Metaphor Power Infinite God Creator Protector Eternal	Visit different local churches to see diversity of practice Faith group visit Arts Identify the key architectural features of churches. Pupils create a gallery of artwork showing different metaphors Christians use to understand God. Pupils explore Bible ideas about God through expressive movement and sound. Pupils explore abstract ideas of God through pattern, shape, and sound.

				choices, and care for the environment. -Christians express beliefs through symbols, art, and worship. -Different denominations may emphasise different aspects of God.		
Easter	Whole school topic	Why is the Last Supper so important to Christians? *St George's Day	L1 – What are the events of Easter? L2 – What happened at The Last Supper? L3 – How and why do some Christians remember Jesus in the Eucharist? L4 – How does The Last Supper link to Eucharist today?	Core knowledge The events of Holy Week: • entry into Jerusalem (Palm Sunday) • The Last Supper (Maundy Thursday) • Jesus' arrest and trial • crucifixion (Good Friday) • resurrection (Easter Day). The last meal Jesus shared with disciples; words when breaking bread and drinking wine. How Christians remember events through ritual of Eucharist – its meaning. Secondary knowledge -Symbolism of bread and wine as Jesus' body and blood. -The Last Supper as the foundation of the "new covenant." -Links between the Last Supper and the Jewish Passover. -Different Christian views and practices of the Eucharist. -The Last Supper's role in remembrance and sacrifice in worship.	Lent Passover Holy Communion Holy Week Easter Mass Eucharist Palm Sunday	Faith group visit Visit a local church <u>Arts</u> Pupils dramatically recreate key moments from The Last Supper using frozen images, narration, and sound. Pupils design and act out a museum exhibit explaining The Last Supper.



Summer 1	Other core religions	How do Sikhs show commitment and belonging?	L1 – What values are important to us? L2 – How do Sikhs show commitment to their faith through religious practice? (Amrit ceremony) L3 – What symbols are important to Sikhs? (5Ks) L4 – How are Sikh beliefs about commitment represented in their teachings? L5 – So, how do Sikhs show commitment and belonging?	Core knowledge Sikhs show commitment and belonging through the values taught by the Gurus—such as equality, honesty, service, and devotion to God. Key practices that express these beliefs. They learn that the Amrit ceremony is a major moment of commitment, marking entry into the Khalsa and a promise to live by Sikh principles. Pupils also explore the significance of the 5Ks as symbols of identity and belonging. They come to recognise that Sikh teachings emphasise living a truthful, disciplined, and compassionate life as the way to show ongoing commitment to the faith. Secondary knowledge Pupils can develop understanding of how Sikhs apply these commitments in everyday life, such as following the discipline of prayer, practising sewa (selfless service), and supporting the community through the langar. They learn additional details about the Amrit ceremony—its symbolism, the role of the Panj Piare, and the responsibilities taken on by Amritdhari Sikhs. Pupils gain a	Sikhism Sikh Guru Khalsa Amrit ceremony Panj Piare Five Ks Il Onkar Sewa Gurdwara	Gurdwara visit or virtual tour Invite a Sikh faith member into school <u>Arts</u> Identify the key architectural features of a gurdwara. Pupils explore the idea of commitment through respectful role play and symbolic movement. Pupils create an immersive classroom installation exploring Sikh belonging through symbols, sound, and space.
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				deeper awareness of the meaning and purpose of each of the 5Ks and how they are worn today. They may also explore stories, sayings, and examples from Sikh teachings that illustrate commitment, as well as similarities and differences between commitments in Sikhism and their own lives or other faiths.		
Summer 2 Y5 ONLY – Y6 SEE BELOW	Thematic unit	Why do people use rituals today? Y5 ONLY – Y6 SEE BELOW	L1 – What is a ritual? L2 – What are Christians saying through the ritual of Eucharist? L3 – How and why do Muslims perform salah? L4 – How can a meal be a ritual? (Pesach) L5 – What rituals do we or could we take part in? L6 – So, why do people use rituals in their lives?	Core knowledge Christianity: how symbolic objects and actions are used to express belief through introduction to Eucharist, death and resurrection of Jesus and its meaning for Christians. Islam: salah (ritual prayer), submission to God Judaism: how beliefs and feelings are expressed through the practices of Pesach. Secondary knowledge - Rituals help people remember important events and feel part of a group. -Rituals show what people believe and help them connect with God. -Many religions use similar things like prayer, food, and symbols, but they have different meanings and ways of doing them. -Rituals use actions to explain big ideas like obeying God or remembering special stories. - Rituals can be important even for people who aren't religious, like in	Symbol Mass Wuzu Haggadah Mosque Israelites Ritual Minaret Holy Communion Salah Pesach Submission Eucharist Chalice Prostration Islam	Visit a local place of worship to experience a ritual Invite a faith leader to discuss rituals <u>Arts</u> Pupils explore how rituals feel, look, and sound by recreating and comparing different examples. Pupils investigate the shared features of rituals through symbolic artwork. Pupils design and present their own understanding of ritual through creative dance.

				national celebrations. -Beliefs lead to rituals, leaders help explain them, rituals show beliefs, and they affect how people live.		
Summer 2 Statutory Bridging Unit (Y6 only)	Christianity	So, what do we know about Christianity? (exploration through the concepts) Statutory Bridging Unit (Y6 only)	L1 – What can we remember about Christianity? L2 – What do Christians believe? L3 – What is the main source of authority in Christianity and why? L4 – How do Christians express their beliefs? L5 – How do beliefs have an impact for Christians? L6 – What do we now know about Christianity?	Recapping and developing knowledge and understanding of Christianity: BELIEF: The Trinity, Jesus, concept of forgiveness AUTHORITY: importance of the Bible for Christians EXPERESSIONS OF BELIEF: different types of Christian worship, objects used in worship IMPACT OF BELIEF: how Christians are for others OR living in a Christian monastic community	Belief Authority Expression Impact Trinity Forgiveness Diversity Artefact Chalice Icon Crucifix	Faith group visit Visit a local church <u>Arts</u> Pupils create a large-scale visual map showing everything they know about Christianity as an interconnected system of beliefs, practices, and impact.

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.
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