

UKS2 Cycle B Religious Education Medium Term Planning

UKS2	Unit Type	Main Enquiry Question	Lesson Challenge	Key knowledge	Key vocabulary	Enrichment
Autumn 1	Diversity	What can we learn about religious diversity in our area?	L1 – Which religions and what denominations are found in our local area? L2 – Is the range of religions in our area typical of the UK? L3 – How are religion and belief changing in our region?	Core knowledge Christianity is the dominating religion in both the UK and the North East, closely followed by non-believers. England has always been predominantly different variations of Christianity. Secondary knowledge -Understanding of religious diversity in context; • Christianity is the largest religion in the UK with growing numbers of Muslims, Hindus, Sikhs, Jews, Buddhists and others. • Local patterns of religion may differ from national patterns – e.g. the North East has fewer non-Christian religions than cities like London and Birmingham. -Demographic trends – using census data to explore how religion and belief are changing (rise in non religion or humanist views), interpreting charts, statistics and maps of local and national religions. -Religion and belief as part of identity, community and belonging	Christianity Islam Hinduism Sikhism Buddhism Judaism Non-denominational	Visit local places of worship Invite local faith leaders into school Invite North East Humanists into school <u>Arts</u> Pupils create a large, collaborative mixed-media map of the local area that shows places of worship, belief groups, and community spaces. In small groups, pupils create short dramatic monologues or freeze-frame scenes based on different perspectives (e.g. a young person attending a mosque, a grandparent who no longer practises religion, a



				and how diverse beliefs influence daily life.		newcomer bringing a different belief to the area).
Autumn 2	Other core religions	What can we find out about our local Muslim community?	L1 – What is the Qu’ran and why is it important to Muslims? L2 – Why is Muhammad important to Muslims? L3 – What do Muslims believe? L4 – What are the five pillars of Islam?	Core knowledge Muslims believe that there is only one God called Allah. They believe Allah is the only ruler of the universe. The word ‘Islam’ means submission and obedience to Allah. Muslims have six main beliefs alongside five core practices called the five pillars of Islam. Secondary knowledge -The Qu’ran is written in Arabic and treated with great respect. -Muhammed is the final prophet and role model for Muslims. -Mosques are places of worship and community gathering. -The Five Pillars are key practices that guide Muslim life. -Muslims belong to a worldwide community called the Ummah. -Local Muslim communities may differ in culture but share core beliefs. -Muslims celebrate festivals like Eid and support each other through charity. -Muslim contributions to local communities can be seen in local	Islam Muslim Five pillars Allah Prophet Muhammad	Visit local mosque Imam visit <u>Arts</u> Identify the key architectural features of a mosque. Explore Islamic calligraphy and geometric pattern. They design a panel using repeated patterns, symmetry and respectful colour choices (without copying sacred text directly).

				schools, businesses and services.		
Christmas	Whole school topic	What do the gospels tell us about the birth of Jesus?	L1 – Where do we find out about the birth of Jesus? L2 – Why did Matthew and Luke write their stories? L3 – What do we now know about the birth stories?	Core knowledge The comparison of the gospel accounts of the birth of Jesus (Matthew and Luke). The purpose of the gospel writers in their accounts of the birth story. What the birth stories teach Christians about the significance of Jesus. Secondary knowledge -The gospels are different types of writing with particular audiences and purposes. -Matthew and Luke include different details in their birth narratives to highlight different beliefs about Jesus. -Gospel writers shaped their stories to express theological messages rather than provide historical accounts. -Christians reflect on these stories to understand who Jesus is (Saviour, Son of God, fulfilment of prophecy). -The birth stories are interpreted differently across Christian traditions and over time.	Gospels Interpretation Nativity	Visit a local church Faith group visit Arts Perform in a Christmas show. Pupils create freeze frames of key moments from Matthew's and Luke's accounts.
Spring	Thematic unit	How and why do people care about the environment?	L1 – Is this the world God created? L2 – Harm no living thing? L3 – What does Islam teach about care for the natural world?	Core knowledge Introduction of how Christian, Buddhist and Muslim values will affect views on the environment (Impact of Belief).	Stewardship Creation Environment Impact	Invite different faith group leaders to talk about how they care for the environment Arts

			L4 – How do Christians show stewardship? L5 – What would a Council of All Beings say? L6 – Why should people with a religious faith care about the environment?	Secondary knowledge -The concept of stewardship in Christianity and how it influences environmental action. -Islamic teachings on the responsibility to care for Allah's creation. -The Buddhist principle of ahimsa (non-harming) and respect for all living things. -The idea that religious and non-religious (Humanist) people may share common environmental concerns. -How faith communities put beliefs into practice through environmental activism and care.		Pupils take on the role of non-human beings (rivers, forests, animals, oceans). In a circle drama inspired by <i>The Council of All Beings</i>, each "being" speaks about how humans have affected them and what they would ask people to change.
Easter	Whole school topic	Why are Good Friday and Easter Sunday the most important days for Christians? *St George's Day	L1 – What does the Easter story mean to Christians today? L2 – Can we reflect on ideas behind Good Friday and Easter Day? L3 – Why are Good Friday and Easter Sunday the most important days for Christians?	Core knowledge Understanding of the significance of the crucifixion and resurrection and the impact of these beliefs on Christians today Jesus as Son of God; death and resurrection of Jesus and its meaning for Christians. How belief in God will affect Christians eg belief in life after death. Secondary knowledge -The events of Holy Week, especially Good Friday and Easter Sunday, and how they are remembered in Christian traditions. -The symbolism of the cross and the empty tomb in Christian belief.	Good Friday Resurrection Joy Christians Easter Sunday Hope Fear God Crucifixion Despair Jesus Beliefs	Faith group visit Visit a local church Arts Pupils create a two-part symbolic artwork showing the movement from Good Friday to Easter Sunday. In groups, pupils create freeze frames representing key ideas rather than events (sacrifice, forgiveness, hope,

				-Christian practices and rituals linked to Easter (e.g. church services, hymns, liturgy, fasting, celebration). -The influence of Easter beliefs on Christian values, behaviour and hope (e.g. salvation, forgiveness, new life). -Key theological terms – crucifixion, resurrection, salvation, redemption, eternal life.		new life).
Summer 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.	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.

				- Rituals can be important even for people who aren't religious, like in 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 EXPRESSIONS 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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