



Year 3 RE Medium Term Overview						
Topic	Autumn 1 Perfect Pets	Autumn 2 Home and Away	Spring 1 A Peachy Adventure	Spring 2 A Step Back In Time	Summer 1 What Lies Beneath	Summer 2 Raiders and Invaders
<b>Unit and Outcome</b>	<b>Concept: Identity</b>  The 5 Ks  <i>Sikhism</i>	<b>Concept: Angels</b>  Angels  <i>Christianity</i>	<b>Concept: Authority</b>  Key events in Jesus' life  <i>Christianity</i>	<b>Concept: Changing Emotions</b>  The Easter story  <i>Christianity</i>	<b>Concept: Wisdom</b>  Guru Nanak and the other Gurus  <i>Sikhism</i>	<b>Concept: Sacred (Places)</b>  Christian and Sikh places of worship  <i>Christianity and Sikhism</i>
<b>Topic Specific Vocabulary</b>	Khalsa	halo	Messiah	crucifix	Guru	Sacred
<b>Subject specific vocab</b>	holy	spiritual	bible	disciples	spiritual leader	worship
<b>General specific vocabulary</b>	identity	messenger	authority	emotions	wisdom	faithful
<b>Prior Learning</b>	This religious concept is not covered in KS1.	This religious concept is not covered in KS1. In the foundation stage, Living Difference III suggests that children can be taught 'Celebrating birth' which looks at the Christmas story and Jesus' birth and will involve discussing angles being present. Children will not go into detail about what angels are for any religion until year 3.	In year 2, children are taught about key events in Jesus' life such as the welcoming of Jesus on Palm Sunday Mark (11:1-10). In Summer 2 for year 1, the recommended concept to be taught is 'Authority' where children learn about the key events in Jesus' life and how Jesus is an authority figure within Christianity. In Summer 1 for year 2, the recommended concept to be taught is 'Authority' where children learn the importance and significance of Jesus within the bible.	In year 2, children will discuss their own ideas and experiences of being 'welcomed'. They will be taught about what 'welcoming' means and how Jesus was welcomed on Palm Sunday and use Mark (11:1-10) as the basis for understanding.	This religious concept is not covered in KS1.	In year 1, Living Difference III recommends that children study the concept 'special' and are taught about special places such as the Christian place of worship. In year 2, a recommended concept to study is 'specialness' where children understand that within a place of worship, there will be special books and special items/objects.
<b>Later Learning</b>	This religious concept is not covered again in KS2 or KS3. A concept that is covered that has links to 'identity' is 'Umma' (year 5) which focuses on being part of a community and therefore having an identity within a group.	In year 4, children are taught the concept of 'Angels' and communicate their own responses to angels and explore why there are angels in Matthew's Gospel of the Christmas story. They understand what the role of angels were in the story and study the responses to the angels from Joseph and Mary.  In year 6, when studying the concept of 'interpretation', children will look at the birth narratives again and discuss the role of the angel within the narrative.	This religious concept is not explicitly taught again but there are other opportunities to look at 'authority' in other concepts. In year 6, when studying the concept 'God', children explore the authority figures within Islam and Christianity.	This religious concept is not explicitly taught again but there are many opportunities to explore 'Changing emotions' in other concepts. An example of this is in year 4 when they look at 'suffering' in the Easter story / in year 6 when children look at 'resurrection' and the varying emotions of characters in that biblical story.	This religious concept is not explicitly covered again. There are opportunities to discuss wisdom in year 6 in the context of religious figures being 'wise' when looking at the concept 'God'; they explore the traits of the Gods.	This religious concept is not explicitly covered again. In year 6, 'sacred places' is not explicitly taught however in the unit where the concept is 'God', children do look at places of worship in Christianity and Islam to be able to understand how believers can feel close to their Gods.

<b>Living Difference IV Unit Objectives</b>		<p><b>Intended learning outcomes:</b></p> <p>Children will be able to:</p> <p><b>Step 1</b> describe their own responses to <i>angels</i>.</p> <p><b>Step 2</b> describe examples of how their responses to <i>angels</i> can be applied to their and others' lives.</p> <p><b>Step 3</b> describe the meaning of <i>angels</i>.</p> <p><b>Step 4</b> describe how <i>angels</i> are used in the stories of the birth of Jesus.</p> <p><b>Step 5</b> evaluate the importance of <i>angels</i> by describing their value to Christians and by identifying an issue raised.</p>	<p><b>Intended learning outcomes:</b></p> <p>Children will be able to:</p> <p><b>Step 1</b> describe in simple terms their own responses to <i>authority</i> figures</p> <p><b>Step 2</b> identify simple examples of ways in which people with <i>authority</i> affect theirs and others' lives</p> <p><b>Step 3</b> describe in simple terms the meaning of the concept <i>authority</i></p> <p><b>Step 4</b> give a simple description about events in Jesus life which demonstrate His <i>authority</i></p> <p><b>Step 5</b> describe in simple terms the importance of Jesus' <i>authority</i> to Christians.</p> <p><b>Informed by end of Year 2 age-related expectations</b></p>	<p><b>Intended learning outcomes:</b></p> <p><b>Most pupils will be able to:</b></p> <p><b>Step 1 Enquire:</b> describe the concept of <i>changing emotions</i></p> <p><b>Step 2 Contextualise:</b> describe how the concept of <i>changing emotions</i> is contextualised within the events of Holy week and the ways in which Christians remember the events</p> <p><b>Step 3 Evaluate:</b> describe the value of remembering the <i>changing emotions</i> in the story to Christians; describe the value of the concept for themselves</p> <p><b>Step 4 Communicate:</b> describe their own responses to the idea of <i>changing emotions</i></p> <p><b>Step 5 Apply:</b> describe examples of how their responses to <i>changing emotions</i> can be applied in their own lives and the lives of others.</p> <p><b>Informed by end of Year 4 age-related expectations</b></p>	<p><b>Intended learning outcomes:</b></p> <p>Children will be able to:</p> <p><b>Step 1</b> describe the concept of <i>wisdom</i></p> <p><b>Step 2</b> describe how the Gurus show <i>wisdom</i></p> <p><b>Step 3</b> describe the value of Gurus' wisdom to Sikhs</p> <p><b>Step 4</b> describe their response to <i>wisdom</i> in their experience</p> <p><b>Step 5</b> describe examples of how their response to <i>wisdom</i> relates to their own and others' lives.</p> <p><b>Informed by the end of Year 4 age-related expectations</b></p>	<p><b>Intended learning outcomes</b></p> <ol style="list-style-type: none"> <li>Children can describe what people mean by sacred</li> <li>Children can describe a sacred place which is significant to believers</li> <li>Children can describe the value of sacred places to and believers and to themselves</li> <li>Children can express a personal response to the concept of sacred by reflecting on whether there is a sacred place in their own lives</li> <li>Children can describe how sacred places can affect their own and others' lives</li> </ol> <p><b>Informed by end of Year 4 age-related expectations</b></p>
<b>Year 3 Living Difference IV Assessment Criteria</b>	<p><b>Communicate-</b> ...express creatively and start to describe their responses to their own experiences of the concepts/words introduced</p> <p><b>Apply-</b> ...recognise and start to describe how their responses relate to events in their own and sometimes other people's lives</p> <p><b>Inquire &amp; Contextualise-</b> - ... describe what has been taught about the meanings of concepts/words (taught at the <b>Inquire</b> stage)</p> <p>... <b>describe</b> some variations in ways in which the concept/word is shown in lives of people encountered in studies (taught at the <b>contextualise</b> step)</p> <p>They are beginning to describe how these concepts are contextualised within some of the beliefs and/or practises and/or ways of life of people living a religious life in the religion studied.</p> <p><b>Evaluate-</b> ...start to recognise differences and begin to describe the value of these concepts/words in the lives of those living in the traditions studied as well as recognising some of the issues this might raise</p>					
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>Community is key to Sikh's as they share the same faith.</li> <li>The 5 Ks are key things that Sikh's have that represent their dedication to the Sikh religion and the Guru.</li> <li>A Guru is the spiritual guide/teacher within the Sikh religion.</li> </ul>	<ul style="list-style-type: none"> <li>Angels are spiritual religious beings.</li> <li>Angels visit people with messages and advice.</li> <li>Angels visit Mary and Joseph to tell them they would have a baby.</li> </ul>	<ul style="list-style-type: none"> <li>Authority means being in charge and people following and obeying that figure.</li> <li>Jesus was a figure of authority in Christianity.</li> <li>Someone does not have to be physically present to be a figure of authority (they can be spiritual).</li> </ul>	<ul style="list-style-type: none"> <li>In the Easter Story, people's emotions change.</li> <li>You can feel multiple emotions about the same event.</li> <li>Jesus physically and emotionally suffered on the cross whereas his followers suffered emotionally.</li> <li>Christians view Jesus' death as an act that saves them so the Resurrection is a joyful event.</li> </ul>	<ul style="list-style-type: none"> <li>To be 'wise' means you have wisdom to share with others. You give good advice and you are someone who other people respect and listen to.</li> <li>A Guru is the spiritual guide/teacher within that religion.</li> <li>Guru Nanak shares his wisdom with Sikhs</li> </ul>	<ul style="list-style-type: none"> <li>A church is a Christian place of worship.</li> <li>A Gurdwara is a Sikh place of worship.</li> <li>Within these places of worship there are objects and events that are important to that religion and have symbolic importance.</li> <li>A 'sacred' space is somewhere where a holy presence is.</li> </ul>
<b>Linked Texts</b>	<ul style="list-style-type: none"> <li>'Sikh Gurdwara' by Lisa Magloff</li> </ul>	<ul style="list-style-type: none"> <li>The Bible (John 11:25-26 and Luke 24:6-7)</li> <li>'Heaven' by Nicholas Allan</li> <li>'The Easter angels' by Bob Hartman</li> </ul>	<ul style="list-style-type: none"> <li>'Who is Jesus'? What did he do? Why do people remember him? By Christina Goodings</li> </ul>	<ul style="list-style-type: none"> <li>The Bible</li> <li>'Christianity' This is my faith – Herbert's story by Holly Wallace</li> </ul>	<ul style="list-style-type: none"> <li>'What do you believe? Religion and faith in the world today' by Aled Jones</li> </ul>	<ul style="list-style-type: none"> <li>'My Sikh community' Kate Taylor and Kaur Deogan</li> <li>'Visiting a Gurdwara' by Kanwaljit and Ruth Nason</li> </ul>



## Year 4 RE Medium Term Overview

Topic	Autumn 1 Into the Woods	Autumn 2 Villagers and Pillages	Spring 1 The Nowhere Emporium	Spring 2 Tragic Titanic	Summer 1 Mission: Survival	Summer 2 S.O.S Save Our Species
<b>Unit and Outcome</b>	<b>Concept: Neighbour</b>  Good Samaritans  <i>Christianity</i>	<b>Concept: Holiness</b>  Madonna and Child  <i>Christianity</i>	<b>Concept: Ritual (Food)</b>  Food in rituals  <i>Christianity and Sikhism</i>	<b>Concept: Suffering</b>  Key events in the Easter story  <i>Christianity</i>	<b>Concept: Worship</b>  Christian and Sikh worship  <i>Christianity and Sikhism</i>	<b>Concept: Symbol (Trees)</b>  Trees as a symbol  <i>Christianity</i>
<b>Topic Specific Vocabulary</b>	parable	Annunciation	Eucharist	Crucifixion	Gurdwara	sin
<b>Subject specific vocab</b>	samaritan	Holy/holiness	Langar	tomb	worship	symbol
<b>General vocab</b>	neighbour	admiration	ritual	suffering	admiration	interpret
<b>Prior Learning</b>	TBC	This concept is not covered in years 1, 2 or 3 but in the foundation stage children do study the concept of 'celebration' which looks at celebrating new life not within a specific religious context.	This religious concept is not covered in KS1.	In year 3, children are taught the concept: 'Changing emotions' which explores Jesus's emotions in the Easter story.	In year 3, children are taught the concept: 'Sacred Places' and specifically look at worship within the Christian and Sikh religions.	This religious concept is not covered in year 3 but in year 2, it is suggested that children are taught about the concept 'symbol' though exploring what bread represents in the Christian religion. In addition, in year 2, children can also be taught this concept through looking at what 'Light' represents in Advent and Hanukah.
<b>Later Learning</b>	TBC	Pupils are not taught this concept again in years 5 or 6. However, children do revisit the Christian birth narrative in year 6 which does spend time looking at Mary being told she would conceive a baby. In year 5, children study the Magi and how they told people of the birth of Jesus- this links back to Mary being told she would conceive a child.	In year 5, children are given opportunities to describe the concept of ritual and learn how ritual is used with food in Christianity and Islam. They will describe the value of these food rituals to Christians and Muslims and describe responses to food rituals in their own experience. Children should be encouraged to give examples of how food rituals affect their own lives too.	In year 5, children learn about the Easter story through art and text studies. Pupils reflect on the motivation behind Jesus' sacrifice and debate the idea that some sacrifices can be selfish and some are altruistic (e.g. "being a martyr"). In Year 6, pupils are taught about the crucifixion of Jesus at Easter. They will explore the empty cross as a symbol of sacrifice and explore and compare the different emotions of different characters within the story. They will evaluate what the sacrifice that Jesus made means specifically to Christians.	Pupils are not explicitly taught this concept again in upper KS2 or KS3. However in year 6, children do look at the different parts of the Church and Mosque and how certain aspects aid in peaceful worship e.g. music, prayer mats and shoes racks.	In year 5, children are taught the concept of 'Flight' as a symbol-entering into heaven. In year 6, children do not explicitly learn about the concept 'Symbol'. In KS3, children should be taught the concept 'Symbol' in relation to headwear worn in the Jewish faith. Pupils will evaluate the symbolism of the 'kippah'.

<b>Year 4 Living Difference IV Unit Objectives</b>	<p><b>Intended learning outcomes:</b></p> <p><b>Children will be able to:</b></p> <p><b>Step 1:</b> Children can accurately describe the concept of <i>neighbour</i>.  <b>Step 2:</b> Children can accurately describe how <i>neighbour</i> is contextualised within Christianity.  <b>Step 3:</b> Children can discern and describe the value of <i>neighbour</i> to Christians. Discern and describe the possible value for their own lives &amp; communities.  <b>Step 4:</b> Children express creatively as well as describe their responses to <i>neighbour</i>.  <b>Step 5:</b> Children recognise and describe how their responses to <i>neighbour</i> can be applied in their own lives and the lives of others.</p>	<p>Step 1 Describe the concept of holy</p> <p>Step 2 Describe how Christians show that they believe Mary is holy</p> <p>Step 3 Evaluate the concept of holy by describing the value of Mary's holiness to believers</p> <p>Step 4 Describe their own response to the concept of holy</p> <p>Step 5 Describe examples of how their ideas about holiness affect their lives.</p>	<p><b>Intended learning outcomes:</b></p> <p>Most pupils will be able to:</p> <p><b>1</b> describe the concept of <i>ritual</i></p> <p><b>2/4</b> describe how ritual is used with food in Christianity and Sikhism</p> <p><b>3/5</b> describe the value of these food rituals to Christians and Sikhs</p> <p><b>6</b> describe responses to food rituals in their own experience</p> <p><b>7</b> describe examples of how food rituals affect their own and others' lives.</p>	<p><b>Intended learning outcomes:</b></p> <p>Most pupils will be able to:</p> <p><b>Step 1 Enquire:</b> describe the concept suffering</p> <p><b>Step 2 Contextualise:</b> describe the suffering experienced by Jesus in the Easter story</p> <p><b>Step 3 Evaluate:</b> evaluate the importance of suffering by describing the value of Jesus' suffering at Easter to Christians and talking about an issue raised</p> <p><b>Step 4 Communicate:</b> describe their own responses to suffering</p> <p><b>Step 5 Apply:</b> identify examples of how their responses to suffering relate to their own and others' lives.</p>	<p><b>Learning Objectives/Intended Learning Outcomes:</b></p> <p><b>Pupils should be able to:</b></p> <p>1. describe the concept of <i>worship</i>  2. describe how worship affects their lives and the lives of others  3. describe the meaning of <i>worship</i>  <b>4</b> describe how Christians and Sikh's worship  <b>5</b> describe and explain the importance of worship for Christians.</p>	<p><b>Intended learning outcomes:</b></p> <p>Most pupils will be able to:</p> <p><b>Step 1</b> describe their own response to trees as symbols</p> <p><b>Step 2</b> describe examples of when the tree symbol is used/is useful</p> <p><b>Step 3</b> describe what the word <i>symbol</i> means</p> <p><b>Step 4</b> describe how the symbol of a tree is used in Christianity and Islam</p> <p><b>Step 5</b> describe the importance of the tree as a symbol to Christians.</p>
<b>Year 4 Living Difference IV Learning Outcomes</b>	<p><b>Communicate-</b> ...express creatively and effectively describe their responses to their own experiences of the concepts/words introduced</p> <p><b>Apply-</b> ...recognise and describe how their responses relate to events in their own and sometimes other people's lives</p> <p><b>Inquire &amp; Contextualise -</b> ...accurately describe what has been taught about the meanings of concepts/words (taught at the <b>Inquire</b> stage)</p> <p>...accurately describe some variations in ways in which the concept/word is shown in lives of people encountered in studies (taught at the <b>contextualise</b> step)</p> <p><b>Evaluate -</b> ...distinguish and describe the value of these concepts/words in the lives of those living in the traditions studied as well as recognising some of the issues this might raise</p>					
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>'neighbour' means someone they know of within their community or a wider community that has an impact on their life either directly or indirectly</li> <li>2000 years ago in Judaea, Samaritans were a group of people who were disliked by others but despite this, the <b>Samaritans</b> still helped people who would have disliked them</li> <li>Jesus often told types of stories that are called Parables, these stories always have a hidden meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Holy means someone who is 'perfect' and 'right'- they should be respected and worshipped.</li> <li>Madonna and child is a painting which represents Mary with her baby son Jesus.</li> <li>The angel Gabriel told Mary she would have baby Jesus who would be the son of God. This is known as the 'Annunciation'.</li> </ul>	<ul style="list-style-type: none"> <li>Disciple means follower of Jesus.</li> <li>Eucharist in Christianity is the act of taking bread and wine in church as a way of remembering Jesus' last Supper with his disciples where he gave them bread and wine saying, "This is my body," and "This is my blood."</li> <li>Langar means the food served at a Sikh temple.</li> </ul>	<ul style="list-style-type: none"> <li>Jesus was sacrificed on the cross and experienced suffering.</li> <li>Jesus' suffering in the crucifixion shows believers that Jesus lived a life like theirs – with some sadness and some happiness.</li> <li>Everyone involved in the Easter story suffered in some way - emotionally and physically.</li> </ul>	<ul style="list-style-type: none"> <li>Worship shows adoration to a person/object – someone / something you 'look up' to.</li> <li>In religion, worship means to show adoration to a religious higher being- a God.</li> <li>Prayer is communication with God.</li> </ul>	<ul style="list-style-type: none"> <li>Symbols can mean different things to different people- positive and negative/open to interpretation.</li> <li>A tree can symbolise life, strength, growth, protection, shelter or food.</li> </ul>
<b>Linked Texts</b>	<ul style="list-style-type: none"> <li>TBC</li> </ul>	<ul style="list-style-type: none"> <li>'Where is Holy? What is God?' By Olivia Bryan and</li> </ul>	<ul style="list-style-type: none"> <li>'Take and eat: Bible stories for kids about the Eucharist' by Jared Dees</li> </ul>	<ul style="list-style-type: none"> <li>Unofficial Bible for Minecrafters: Life of Jesus: Stories from the Bible told block by block Paperback – 21 April 2017</li> <li>'Who is Jesus?' What did he do? Why do people remember him?' By Christina Goodings</li> </ul>	<ul style="list-style-type: none"> <li>We are Sikhs (My Religion and Me)</li> </ul>	





## Year 5 RE Medium Term Overview

Topic	Autumn 1 A Land Faraway	Autumn 2 Into the Darkness	Spring 1 Walk Like an Egyptian	Spring 2 The Golden Age	Summer 1 A Twist in the Tail	Summer 2 Crumbling Coasts
<b>Unit and Outcome</b>	<b>Concept: Umma</b>  Islam – Umma - Community  <i>Islam</i>	<b>Concept: Prophecy</b>  The Magi  <i>Christianity</i>	<b>Concept: Creation</b>  Creation myths  <i>Christianity</i>	<b>Concept: Sacrifice</b>  The Easter story through art and text study  <i>Christianity</i>	<b>Concept: Ritual</b>  Eid & Ramadan  <i>Islam</i>	<b>Concept: A Good Life (new)</b>  Humanism  <i>Humanist</i>
<b>Topic Specific Vocabulary</b>	Umma	Magi	Genesis	Martyr	Ramadan	Humanist
<b>Subject specific vocabulary</b>	ritual	scriptures	Old Testament	sins	fasting	principles
<b>General vocabulary</b>	community	prophecy	creation	Sacrifice	routine	ethics
<b>Prior Learning</b>	This religious concept is not covered in KS1 or lower KS2.	This religious concept is not explicitly taught in KS1 or year 4. In year 3, the Living Difference III framework recommends that pupils are taught about the concept of 'Angels'. The Magi saw angles who told them the news of the prophecy- the birth of Jesus.	This religious concept is not explicitly taught in KS1. In year 3, the Living Difference III framework recommends that children are taught the concept 'myth' to help explore the idea that stories can be open to interpretation and some are viewed as true and not true.	In year 4 children study the concept of 'suffering' which is directly linked to this concept as Jesus suffered on the cross during the crucifixion.	In year 4, children study the concept of 'food rituals'. This prior learning links to Christianity and Sikhism.	
<b>Later Learning</b>	In year 6, children do not explicitly learn about Umma or the concept of community in relation to Islam. In year 7, children will enquire into Muslim interpretations of the concept of Umma. Pupils are taught about prayer and 'wudu' and explore how the experience of Hajj (pilgrimage to the holy city of Mecca) helps enhance the experience of Umma.  In year 7, children are also taught about the concept of community through exploring Buddhist beliefs- the 5 precepts.	In Year 6 pupils will be taught the concept 'Interpretation' which explores the two different accounts of the birth of Jesus- the Prophecy. One bible account from Matthew includes three wise men but in Luke's biblical account, there were only three shepherds. Children explore the symbolism of the three wise men and the gifts they brought for Jesus.	In year 6, children explore the concept of 'God' and compare the similarities and differences between the creation stories in Christianity and Islam.	In Year 6, pupils will be taught about the crucifixion of Jesus at Easter. They will explore the empty cross as a symbol of sacrifice and explore and compare the different emotions of different characters within the story. They will evaluate what the sacrifice that Jesus made means specifically to Christians.	In KS3, Living Difference III recommends that children are taught about the concept of 'Jihad' to explore responses to struggling and striving which can be contextualised within 'Ramadan.' It is also recommended that pupils study the concept of 'Islam' in relation to submission. Ramadan is a form of submission where you give up something/fast for an extended period of time to show your obedience to Islam and Allah.	
<b>Year 5 Living Difference IV Unit Objectives</b>	<b>Learning Objectives/Intended Learning Outcomes:</b>  1. Pupils can describe//explain what umma (community) is.  2. They can describe/explain how umma is expressed in Muslim life.  3. They can evaluate, by describing/explaining, the importance and relevance of umma to Muslims.	<b>Intended learning outcomes:</b>  Most pupils will be able to:  <b>Step 1</b> describe the meaning of the term <i>prophecy</i> <b>Step 2</b> describe how prophecy is significant within the story of the gifts of the Magi <b>Step 3</b> evaluate by describing the importance of prophecy in this story for Christians <b>Step 4</b> describe a personal	<b>Learning Objectives/Intended Learning Outcomes:</b>  1. Describe the concept of myth in relation to creation.  2. Describe a Christian creation myth and identify their responses to it.  4. Write their own creation myth.  5. Describe examples of how responses to creation myths affect their own and others' lives.	<b>Learning Objectives/Intended Learning Outcomes</b> 1. Pupils can describe what sacrifice is.  2. They can describe how sacrifice is expressed within the Christian story.  3. They can evaluate, by describing, the importance and relevance of sacrifice to Christians.  4. They can describe a personal response to the concept of sacrifice  5. They can describe how the concept can be applied in their own and others' lives.	<b>Intended learning outcomes:</b>  Step 1 Inquire: accurately explain the meaning of ritual  Step 2 Contextualise: accurately explain the significance of ritual during wudu and Eid-ul-Fitr to Muslims  Step 3 Evaluate: discern the value of ritual by explaining the value to Muslims and the possible value to themselves and their communities	

	<p>4. They can describe/express a personal response to the concept of community.</p> <p>5. They can describe/explain how the concept can be applied in their own and others' lives.</p>	<p>response to the concept of <b>prophecy</b>, and give examples of how prophecy might affect their own lives or the lives of others.</p> <p><b>Step 5:</b> describe how prophecy might affect their own and others' lives</p>			<p>Step 4 Communicate: respond creatively and explain a personal response to ritual in their own experience</p> <p>Step 5 Apply: explain examples of rituals they and others participate in.</p>	
<b>Year 5 Living Difference IV Learning Outcomes</b>	<p><b>Communicate-</b> ...start to respond creatively as well as begin to explain their responses to their own experiences of the concepts/words introduced</p> <p><b>Apply-</b> ... start to explain some examples of how their responses relate to events in their own and sometimes other people's lives</p> <p><b>Inquire &amp; Contextualise -</b> ... start to explain meanings of concepts and words in the traditions encountered and studied (taught at the <b>Inquire</b> stage)</p> <p>... start to explain the way the concepts/words in the traditions encountered and studied impact the lives of those in the traditions with examples (taught at the <b>contextualise</b> step)</p> <p><b>Evaluate-</b> ... start to determine the value of these concepts/words in the lives of those people living in the traditions studied as well as recognising some of the issues this might raise</p> <p>... start to determine the possible value in the concept/words for their own lives and communities</p>					
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>• Umma means 'community' in the Islamic faith.</li> <li>• There are different aspects of 'Umma' that can include rituals, meeting places and dress codes</li> <li>• Community gives people a feeling of belonging.</li> </ul>	<ul style="list-style-type: none"> <li>• Three wise men brought baby Jesus gifts- gold, frankincense and Myrrh.</li> <li>• Kings visiting Jesus symbolises how significant and important the birth of Jesus was.</li> <li>• 'Prophecy' is a prediction of what will happen in the future/ a message given to others from a higher being</li> </ul>	<ul style="list-style-type: none"> <li>• A Myth is a traditional story</li> <li>• God created the heavens and the earth in seven days.</li> <li>• It is believed that God created everything 'perfectly'.</li> </ul>	<ul style="list-style-type: none"> <li>• Christians believe Jesus sacrificed himself to give them eternal life in Heaven.</li> <li>• Pontius Pilate chose to sacrifice Jesus by choosing for him to die instead of Barabbas because he wanted to be popular with the community of people.</li> <li>• Some sacrifices can be selfish and some are selfless.</li> </ul>	<ul style="list-style-type: none"> <li>• Ramadan is an Islamic tradition.</li> <li>• Muslims do not eat any food or drink anything while the sun is up.</li> <li>• This is a time for Muslims to think about Allah and to appreciate the suffering of others.</li> <li>• Eid signifies the end of Ramadan and there is a celebration.</li> </ul>	
<b>Linked Texts</b>	<ul style="list-style-type: none"> <li>• 'My Muslim Community' by Kate Taylor and Faiza Qureshi</li> <li>• 'Islamic Stories' by Anita Ganeri</li> </ul>	<ul style="list-style-type: none"> <li>• 'This is the Star' by Joyce Dunbar and Gary Blythe</li> </ul>	<ul style="list-style-type: none"> <li>• 'Christianity' by Sue Penney</li> </ul>	<ul style="list-style-type: none"> <li>• 'Happy Easter. The festival of new life' by Joyce Bently</li> </ul>	<ul style="list-style-type: none"> <li>• 'Ramadan and Id-Ul-Fitr' by Rosalind Kerven</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>



Year 6 RE Medium Term Overview						
Topic	Autumn 1 Meet the Greeks	Autumn 2 Born to Survive	Spring 1 Dragonology	Spring 2 Lest We Forget	Summer 1 Lest We Forget	Summer 2 Location, Location, Location
<b>Unit and Outcome</b>	<b>Concept: Messages</b>  Jesus: His teachings/ messages  <i>Christianity</i>	<b>Concept: Interpretation</b>  The Birth Narratives  <i>Christianity</i>	<b>Concept: God</b>  Different ideas about God in Christianity and Islam. <b>Compare with Humanist views.</b>  <i>Christianity, Muslim, Humanism and Spirituality</i>	<b>Concept: Resurrection</b>  The Empty Cross  <i>Christianity</i>		<b>Concept: Rites of Passage</b>  Christian, Muslim <b>and Humanism</b> rites of passage ceremonies (birthdays, marriages, joining ceremonies, naming ceremonies, baptisms)  <i>Christianity, Muslim and Humanism</i>
<b>Topic Specific Vocabulary</b>	Messiah	Emmanuel	trinity	resurrection		religious rite
<b>Subject Specific vocabulary</b>	parable	disciple	worship	symbolic		transcendent
<b>General vocabulary</b>	preaching	interpretation	perceive	optimism		tradition
<b>Prior Learning linked to this religious concept</b>	This religious concept is not covered in KS1 or lower KS2.	In Year 5 pupils are taught about the concept: 'Prophecy'. This is linked to the Magi where children look at who/what the Magi were in the birth narrative of Jesus.	In Year 5 pupils are taught about the concept: 'Creation Myths'. There is exploration into how God made the world and the potential perceptions of God based on this story.	In Year 5 pupils are taught about the concept: 'Sacrifice' where children look at the Easter story through art and text studies and how Jesus sacrificed himself.		
<b>Later Learning</b>	Living Difference III recommends that in KS3, pupils are taught about the concept of 'Agape' (love). Within this, pupils will take a theological enquiry. They will look at Jesus' life, teachings, parables and miracles. An example of one of Jesus' teachings that they can explore is 'Woman at the well' (Jesus forgiving and washing away sins).	Living Difference III recommends that in KS3, children should explore who the early followers of Jesus were- a 'community of believers'. This is linked to the ideas that in the birth narrative, some people were believers and some were not- there were different interpretations. They will enquire into the 'community of believers' with discussions related to Jesus and his authority within the bible.	At KS3, children will explore the Christian ideas of the nature of God. Words such as omnibenevolent, omnipotent, omniscient and transcendence will be used to help describe potential thoughts about God. Children will look at Christian representations of God in art and/or accounts of Christian experiences of God. In KS3 children are taught about Tawheed- the oneness and uniqueness of Allah the Islamic God.	Resurrection within Christianity and Islam are not be covered again until KS4 however in KS3, children will be taught about life after death and resurrection in Humanism, Buddhism and Sikhism.		Living Difference III recommends that in KS3, children should explore rituals/rites of passage in Judaism, Humanism and Sikhism. Rituals in Christian and Islamic ceremonies do not specifically need to be covered.
<b>Year 6 Living Difference IV Unit Objectives</b>	<b>Intended learning outcomes:</b>  Most pupils will be able to:  <b>Step 1</b> explain the concept of <b>messages</b> <b>Step 2</b> explain what Christians believe Jesus' messages are <b>Step 3</b> explain the value of Jesus' messages to Christians and identify and describe some issues raised <b>Step 4</b> explain a personal	<b>Intended learning outcomes:</b>  Most pupils will be able to:  <b>Step 1</b> explain the meaning of the word <i>interpretation</i> <b>Step 2</b> explain why there are two interpretations of the story of the birth of Jesus in the Bible <b>Step 3</b> explain the value of the two interpretations for Christians and describe some issues	<b>Learning Objectives/Intended Learning Outcomes:</b>  Pupils should be able to :  <ul style="list-style-type: none"> <li>● Explain a variety of ideas about the existence and characteristics of God.</li> <li>● Give a clear account of some ways Christians express ideas about God.</li> <li>● Describe some ways God</li> </ul>	<b>Intended learning outcomes:</b>  Most pupils will be able to:  <b>Step 1</b> explain the meaning of <i>resurrection</i> <b>Step 2</b> explain the story that illustrates Jesus' resurrection and explain how the empty cross is a symbol of resurrection for Christians  <b>Step 3</b> evaluate the significance of resurrection by explaining its importance to Christians and identifying some issues raised		<b>Intended learning outcomes</b>  1. Pupils can express a personal response to the concept of rites of passage and can explain what events have been important in their journey of life so far.  2. Pupils can explain how the concept of life as a journey marked by rites of passage can be applied in their own and others' lives.

	<p>response to messages in their own experience</p> <p><b>Step 5</b> explain examples of how messages are significant in their own and others' lives and in different situations.</p>	<p>raised</p> <p><b>Step 4</b> explain a personal response to the way in which different interpretations of situations have been evident in their own experience</p> <p><b>Step 5</b> explain how their ideas about interpretation may affect their experiences and others' experiences.</p>	<p>is described in one or two other religions.</p>	<p><b>Step 4</b> explain their own responses to the concept of <b>resurrection</b></p> <p><b>Step 5</b> explain how responses to the idea of resurrection affect the way people live.</p>		<p>3. Pupils can explain how important events are marked in religion by rites of passage</p> <p>4. Pupils can explain the meaning of the Muslim naming ceremony and the Hajj</p> <p>5. Pupils can evaluate, by explaining, the importance and relevance of rites of passage to believers.</p>
<b>Year 6 Living Difference IV Learning Outcomes</b>	<p><b>Communicate-</b> ...respond creatively as well as begin to explain their responses to their own experiences of the concepts/words introduced</p> <p><b>Apply-</b> ...explain some examples of how their responses relate to events in their own and sometimes other people's lives</p> <p><b>Inquire &amp; Contextualise</b> - ...accurately explain meanings of concepts and words in the traditions encountered and studied (taught at the <b>Inquire</b> stage)</p> <p>...accurately explain the way the concepts/words in the traditions encountered and studied impact the lives of those in the traditions with examples (taught at the <b>contextualise</b> step)</p> <p><b>Evaluate-</b> ...discern the value of these concepts/words in the lives of those people living in the traditions studied as well as recognising some of the issues this might raise</p> <p>... discern possible value in the concept/words for their own lives and communities</p>					
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>God and Jesus were messengers and wanted people to hear God's message and pass on the same message to others.</li> <li>Jesus was a 'messiah' sent from God</li> <li>These messages are called parables. Parables can change people's lives and affect the way they live and respond to others.</li> </ul>	<ul style="list-style-type: none"> <li>Interpretation means to have different responses/viewpoints about an event.</li> <li>Luke and Matthew had two different interpretations of the Christmas story- in one interpretation there were three wise men who saw a star which signalled the birth of Jesus but in the other there was an angel in the sky who revealed themselves to a shepherd.</li> <li>Emmanuel means 'God with us'- this was Jesus.</li> </ul>	<ul style="list-style-type: none"> <li>Allah- Islamic God</li> <li>God- Christian God</li> <li>The Christian God and the Islamic God have many similarities as well as differences - Allah remains behind a veil and will never enter into this world but the Christian God is willing to show himself.</li> <li>Humanism</li> </ul>	<ul style="list-style-type: none"> <li>Jesus was placed into a tomb but, 3 days later, his tomb was found empty.</li> <li>Christians believe that Jesus was raised from the dead by God.</li> <li>His death symbolises new life, hope and good conquering evil.</li> <li>Jesus showed himself in spiritual form after the Resurrection which created a strong following of believers.</li> </ul>		<ul style="list-style-type: none"> <li>A christening is a symbolic ritual in Christianity to show a baby is entering into the religion and the church. Holy water is sprinkled onto the baby's head.</li> <li>There is a celebration where friends and family come together seven days after the baby is born called a 'Aqeeqah'</li> <li>When a Christian dies, a funeral is held for friends and family to grieve for the person who has died and give thanks for their life.</li> <li>In the Islamic faith, when someone dies, the funeral has to be held within 24 hours of the person's death.</li> <li>Humanism</li> </ul>
<b>Linked Texts</b>	<ul style="list-style-type: none"> <li>'Parables. Stories Jesus told' by Mary Hoffman and Jackie Morris</li> </ul>	<ul style="list-style-type: none"> <li>'Our Christmas play' by Kathy Weston</li> <li>'The Bible Storybook' by Georgie Adams</li> </ul>	<ul style="list-style-type: none"> <li>'The Story of Islam' by Rob Lloyd Jones</li> </ul>	<ul style="list-style-type: none"> <li>'On that Easter morning' by Mary Joslin and Helen Cann</li> </ul>		<ul style="list-style-type: none"> <li>'How high is Heaven?' by Lindsay Davis</li> </ul>