

RE CURRICULUM - YEAR 1 OBJECTIVES TO BE TAUGHT

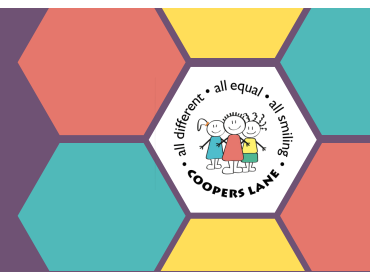
Coopers Lane Primary School's Official Curriculum - Planning Tool



	TOPIC	IN THIS UNIT OF WORK, PUPILS LEARN...	PRIOR LEARNING	RESOURCES TO SUPPORT PLANNING
AUTUMN 1	<p><u>The Natural World</u></p> <p>Judaism; Christianity; Islam Beliefs; Teachings; Concept of God; Values and commitments</p>	<ul style="list-style-type: none"> - where the world and everything in it came from; that the world contains many beautiful natural things, all of which are unique; to consider that life is special and transient; to consider beliefs about origin - what Jews and Christians believe about the creation of the world; that Jews and Christians believe that the world was created by God; that Jews and Christians believe that people have the responsibility to care for God's creation; to consider the need to care for the planet today; about conservation projects to support wildlife or the natural environment; to support their local environment and become involved in the work of the school council - how Christians thank God for the world and show they care for others; that Christians celebrate Harvest festivals to thank God for His creation; that at Harvest Christians remember that humans are dependent on the weather and nature for the food and drink needed to survive; that Christians often use harvest as a way to share food with those less fortunate than themselves - how St Francis shows his thanks to God for His creation; why St Francis is a Christian example of caring and protecting living things; to know St Francis' canticle to the sun from 'The Circle of Days'; to consider ways that they can help and think of others - what Muslims believe about the creation of the world; that Muslims believe Allah is the Creator of all things; that Muslims respect and appreciate everything that Allah has created and believe that people are the custodians of the earth; that many Muslims do not draw human beings or creatures - how we should care for the world; to reflect on attitudes to life, living things and the world; to identify things in the environment that they can care for and protect; to recognise their roles in caring for the world 		<p>Lewisham Agreed Syllabus for RE - The Natural World - RE - KS1 Units - Planning</p> <p>(Google Drive, Curriculum 2020, RE, Year 1)</p>
AUTUMN 2	<p><u>Christianity 1: The Bible & Christmas</u></p> <p>Christianity Beliefs; Teachings and sources; Concept of God; Forms of expression; Meaning; Purpose and truth</p>	<ul style="list-style-type: none"> - what Christians remember at Christmas; that Christmas is the celebration of Jesus' birth which shows He is special for Christians - what Christians believe about Jesus; that Jesus is God's Son - why the Bible is important to Christians; that the Bible is different from other books; about different stories about the birth and life of Jesus 	<p>Reception</p> <p>Year 1 - Autumn 1 - The Natural World (Judaism, Christianity and Islam introduction)</p>	<p>Lewisham Agreed Syllabus for RE - Christianity - Unit 1: The Bible and Christmas - RE - KS1 & 2 Faith Content - Planning</p> <p>(Google Drive, Curriculum 2020, RE, Year 1)</p>

RE CURRICULUM - YEAR 1 OBJECTIVES TO BE TAUGHT (CONTINUED)

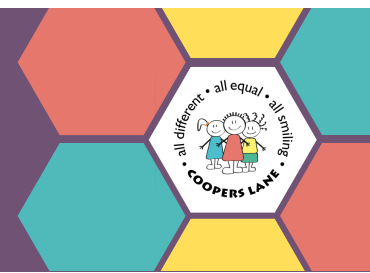
Coopers Lane Primary School's Official Curriculum - Planning Tool



	TOPIC	IN THIS UNIT OF WORK, PUPILS LEARN...	PRIOR LEARNING	RESOURCES TO SUPPORT PLANNING
SPRING 1	<p><u>Hinduism 1: God</u></p> <p>Hinduism Beliefs; Teachings and sources; Practices and ways of life; Identity and belonging; Meaning; Purpose and truth</p>	<ul style="list-style-type: none"> - how Hindu Gods are worshipped as male or female; about Shiva and Shakti; about Vishnu & Lakshmi; about Brahma and Sarasvati; about Ganesh, Murugan & Hanuman; that Hindu's believe that God has visited the Earth at different times and in different forms to help people - Rama & Krishna - about the important Hindu festivals such as: Diwali, Pongal (Harvest Festival) and New Year (in April) - about special Hindu stories such as Murugan and Ganesh, and how the story of Diwali teaches about good and evil through the story of Rama and Sita and the ten headed Demon Ravana 		<p>Lewisham Agreed Syllabus for RE - Hinduism - Unit 1: God - RE - KS1 & 2 Faith Content - Planning</p> <p>(Google Drive, Curriculum 2020, RE, Year 1)</p>
SPRING 2	<p><u>Who Am I? Belonging Unit</u></p> <p>Christianity; Hinduism; Islam; Sikhism Beliefs; Teachings; Practices and ways of life; Identity and belonging; Meaning; Truth</p>	<ul style="list-style-type: none"> - what it means to belong; to explore ways in which they belong; how belonging is expressed and made explicit; the importance of belonging to a group or groups - what it means to belong to a family; the concept of belonging to a family; the concept of belonging to a faith family - what the outward signs are that a person belongs to a religious family; that there are a number of religions and beliefs in the world; that religious people feel they belong to faith; that religious people have different ways of showing that they belong to their faith - what happens to a child when they join a religious family; the concept of belonging to a family; the concept of belonging to a faith family - how children belong to a religious family; what is involved for a child in belonging to a religion - the importance of belonging to a religious family; how people show they belong to a religion; what is special about belonging; the ideas of being special 	<p>Year 1 - Autumn 1 - History - Personal History and Chronology</p> <p>Year 1 - Autumn 1 & 2 - PSHE - What is the same and different about us?</p>	<p>Lewisham Agreed Syllabus for RE - Who Am I? Belonging Unit - RE - KS1 Units - Planning</p> <p>(Google Drive, Curriculum 2020, RE, Year 1)</p>
SUMMER 1	<p><u>Christianity 2: A Local Church</u></p> <p>Christianity Beliefs; Teachings and sources; Practices and ways of life; Forms of expression; Identity and belonging; Values and commitments</p>	<ul style="list-style-type: none"> - what happens in a Christian place of worship; what a Church building is like including the objects and symbols in; that churches are places where Christians worship together, read the Bible, listen to stories, sing and pray once or more times weekly; about leaders, e.g. priests, ministers and elders; about important ceremonies, e.g. welcoming, dedication, infant baptisms - how a place of worship helps Christians to remember their beliefs about Jesus; that most Christians keep Sunday as a special holy day - how Christians try to follow Jesus' example through caring for others, e.g. children and the elderly, and the work of Christians in the wider community 	<p>Reception</p> <p>Year 1 - Autumn 1 & 2, Spring 2 - <i>The Natural World (Judaism, Christianity and Islam introduction), Who am I?, Christianity and the bible</i></p>	<p>Lewisham Agreed Syllabus for RE - Christianity - Unit 2: A Local Church - RE - KS1 & 2 Faith Content - Planning</p> <p>(Google Drive, Curriculum 2020, RE, Year 1)</p>

RE CURRICULUM - YEAR 1 OBJECTIVES TO BE TAUGHT (CONTINUED)

Coopers Lane Primary School's Official Curriculum - Planning Tool

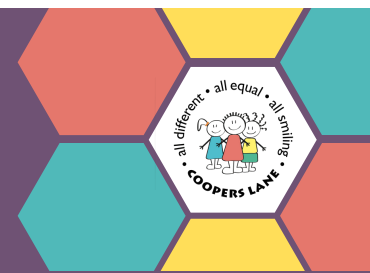


	TOPIC	IN THIS UNIT OF WORK, PUPILS LEARN...	PRIOR LEARNING	RESOURCES TO SUPPORT PLANNING
SUMMER 2	<p><u>Hinduism 2: Hindu Belief & Home</u></p> <p>Hinduism Practices and ways of life; Identity and belonging</p>	<ul style="list-style-type: none"> - the importance of family in Hinduism; respect for all people and living things - the role of a Hindu temple in a Hindu's life; about worship in the temple (Mandir or Kovil); about the Puja, The Article and Abhisheka ceremonies - how important 'home' is as a place of worship to Hindus 	<p>Year 1 - Spring 1, <i>Hinduism and the Hindu god</i></p>	<p>Lewisham Agreed Syllabus for RE - Hinduism - Unit 2: Hindu Belief & Home - RE - KS1 & 2 Faith Content - Planning</p> <p>(Google Drive, Curriculum 2020, RE, Year 1)</p>

PLEASE REFER TO THE '*KS1 CONTINUOUS PROVISION PLANNING GUIDE*', RESOURCE ENHANCEMENTS SECTION, TO HELP SUPPORT THE TEACHING OF THE ABOVE OBJECTIVES IN THE CLASSROOM CONTINUOUS PROVISION.

RE CURRICULUM - YEAR 2 OBJECTIVES TO BE TAUGHT

Coopers Lane Primary School's Official Curriculum - Planning Tool



	TOPIC	IN THIS UNIT OF WORK, PUPILS LEARN...	PRIOR LEARNING	RESOURCES TO SUPPORT PLANNING
AUTUMN 1	<p><u>Christianity 3: The life teachings of Jesus</u></p> <p>Christianity Beliefs; Teachings; Concept of God; Values and commitments</p>	<ul style="list-style-type: none"> - about church buildings being places where Christians worship together, read the Bible, listen to stories, sing and pray - that Christians go at least once and often more times weekly. - that there are leaders of the religion e.g. priests, ministers, elders. - about objects and symbols in churches and their meanings - about the important ceremonies e.g welcoming/dedication/infant baptisms. - that most Christians keep Sunday as a special holy day. - that all Christians try to follow the example of Jesus: caring for others, e.g. children, the elderly - about the work of Christians in the wider community 	<p>Year 1 - Autumn 2, Christianity: The Bible and Jesus, Summer 1, Christianity: A local church</p>	<p>Lewisham Agreed Syllabus for RE - Christianity 3: The life teachings of Jesus - RE - KS1 Units - Planning</p> <p>(Google Drive, Curriculum 2020, RE)</p>
AUTUMN 2	<p><u>Islam 1: The Prophet Muhammed</u></p> <p>Islam Beliefs; Teachings and sources; Concept of God; Forms of expression; Meaning; Purpose and truth</p>	<ul style="list-style-type: none"> - about who is Allah (pbuh: praise be unto him) - about stories from the life of the Prophet Muhammad (pbuh); why is he important to Muslims - how do Muslims live their lives; respect for self and others; how do they celebrate the birth of a baby. - about The Qur'an being the holy book of Islam and that it is written in Arabic - about the revelation of the Qur'an. - why The Qu'ran must be treated with respect; how Muslims show respect to the Qu'ran 		<p>Lewisham Agreed Syllabus for RE - Islam 1: The prophet Muhammed- RE - KS1 Units - Planning</p> <p>(Google Drive, Curriculum 2020, RE)</p>
SPRING 1	<p><u>Right and Wrong</u></p> <p>Theme Unit</p> <p>Rules are important in making society work.</p> <ul style="list-style-type: none"> • Some people live their life by religious rules. • Some religions believe God wants human beings to follow particular rules. • There are different rules in society which include the law. 	<ul style="list-style-type: none"> - to consider what is right and wrong behaviour; - to consider why it is important for people to have rules when with others. - to know what happens when rules are broken; - to consider why it is important to say sorry when rules have been broken. - to know that the Ten Commandments taught people how to behave towards God and each other; - to know that Jesus summarised these to help people into two great Commandments using another Jewish text. - to consider ways to address issues such as racism, name calling and bullying; - to encourage positive behaviour such as by helping others, standing up for people who are being treated unkindly or by setting a good example. - to know the story of the Lion and the Jackal; understand the message of the story, that actions have consequences and that good actions have good consequences. - that as well as the Qur'an Muslims also learn about how to behave through stories about Prophet Muhammad (pbuh); - understand the message of the story of Prophet Muhammad (pbuh) and the Old Woman; recognise their values about behaviour and those of others. 	<p>Year 2 PSHE, Autumn 2, What is bullying?</p>	<p>Lewisham Agreed Syllabus for RE - Themed Unit: Right and Wrong - RE - KS1 Theme Content - Planning</p> <p>(Google Drive, Curriculum 2020, RE,)</p>

RE CURRICULUM - YEAR 2 OBJECTIVES TO BE TAUGHT (CONTINUED)

Coopers Lane Primary School's Official Curriculum - Planning Tool



	TOPIC	IN THIS UNIT OF WORK, PUPILS LEARN...	PRIOR LEARNING	RESOURCES TO SUPPORT PLANNING
SPRING 2	<p><u>Christianity 4: Easter and symbols</u></p> <p>Christianity; Hinduism; Islam; Sikhism Beliefs; Teachings; Practices and ways of life; Identity and belonging; Meaning; Truth</p>	<ul style="list-style-type: none"> - about the story of Jesus' death and resurrection emphasises the idea that Jesus is special for Christians. - recall symbolism from Year 1, focussing on symbols of Easter e.g. palm crosses, Easter gardens, colours of vestments and in churches, candles - learn about symbolic actions: washing feet on Maundy Thursday - the importance of Christians sharing food together to remember Jesus' last meal with His friends. 	<p>Year 1 - Autumn 2, Christianity: The Bible and Jesus, Summer 1, Christianity: A local church</p> <p>Year 2 - Autumn 1, Christianity: The life and teachings of Jesus</p>	<p>Lewisham Agreed Syllabus for RE - Hinduism - Unit 1: God - RE - KS1 & 2 Faith Content - Planning</p> <p>(Google Drive, Curriculum 2020, RE, Year 1)</p>
SUMMER 1	<p><u>Sharing Food</u></p> <p>Theme Unit</p> <p>Equality</p> <ul style="list-style-type: none"> • Sharing with others - in communities and with wider groups • Investigate how communities function • Friendship and what makes a good friend 	<ul style="list-style-type: none"> - to consider special times in their lives when friends, family and others come together to share food; explore how there are special times in people's lives and in the year where particular foods are important; - to reflect on the feelings associated with sharing - that Jesus had some special friends, helpers and followers - to know that Jesus shared food with his friends at the Last Supper; - to consider the feelings of Jesus and his friends at the Last Supper. - that the bread and wine used at communion services remembers the last meal Jesus shared; - to understand how the communion service is important for Christians. - know that the Gurus taught that everyone is of equal importance; - know the story of Guru Nanak and Bhai Lalo; in the Gurdwara people share food together to show this equality. - that making an offering of food in Hindu worship is a way of receiving blessings from God; - to consider why the small offering Sudhama made to his friend Krishna was rewarded so much. - to prepare, share and eat food together; - to consider how sharing together makes us feel. 		<p>Lewisham Agreed Syllabus for RE - Themed Unit: Sharing Food - RE - KS1 Theme Content - Planning</p> <p>(Google Drive, Curriculum 2020, RE,)</p>
SUMMER 2	<p><u>Islam 2: 5 Pillars of Islam</u></p> <p>Islam Beliefs; Teachings and sources; Practices and ways of life; Forms of expression; Identity and belonging; Values and commitments</p>	<ul style="list-style-type: none"> - about that the 5 pillars of Islam are; 1. Shahadah - Bearing witness in Allah as the One God and Prophet Muhammad (pbuh) as His messenger; 2. Salah - Prayer; 3. Sawm - Fasting; 4. Zakat - Charity; 5. Hajj - Pilgrimage. - that Muslims serve Allah in many ways including; daily Salah; giving to charity; brother/sister hood. - about the Muslim Home; about worship in the home. - about their Place of Worship - the Mosque (Masjid). 	<p>Year 2 - Autumn 2, Islam: The Prophet Muhammad (pbuh)</p>	<p>Lewisham Agreed Syllabus for RE - Christianity - Unit 2: A Local Church - RE - KS1 & 2 Faith Content - Planning</p> <p>(Google Drive, Curriculum 2020, RE, Year 1)</p>

RE CURRICULUM - YEAR 3 OBJECTIVES TO BE TAUGHT

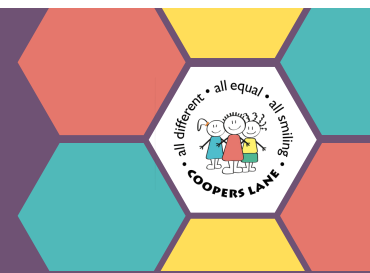
Coopers Lane Primary School's Official Curriculum - Planning Tool



	TOPIC	IN THIS UNIT OF WORK, PUPILS LEARN...	PRIOR LEARNING	RESOURCES TO SUPPORT PLANNING
<p style="text-align: center;">AUTUMN 1</p>	<p><u>Sikhism 1: Sikhism beliefs</u></p> <p>Sikhism: beliefs, teachings, sources; practices and ways of life; identity and belonging; meaning, purpose and truth.</p>	<p>Beliefs about God</p> <ul style="list-style-type: none"> - that Sikhs believe in one God – symbolised by the Ik Onkar symbol. - Sikhs believe that God created all things. <p>The Gurus</p> <ul style="list-style-type: none"> - There were 10 human Gurus. - Guru Nanak was the first Guru. - Guru Nanak’s life and teaching. - Guru Nanak’s teaching that all people are equal. - Celebration of Guru Nanak’s birthday. <p>Key Questions</p> <ul style="list-style-type: none"> - What do Sikhs believe about God? - What does Guru mean? - What does it mean to be equal? 		<p>Lewisham Agreed Syllabus for RE - Sikhism - Unit 1: Sikh beliefs - RE - KS2 Units - Planning</p> <p>(Google Drive, Curriculum 2020, RE)</p>
<p style="text-align: center;">AUTUMN 2</p>	<p><u>Peace Unit</u></p> <p>Peace in all religions Beliefs; Teachings and sources; Concept of God; Purpose and truth</p>	<ul style="list-style-type: none"> - consider the meaning of the word ‘peace’ in secular and spiritual contexts; - explore what peace can mean to them in their lives; - explore what peace can mean with friends and family. - investigate what peace means in an international context; - understand how this affects the way people are able to live - consider the peaceful resolution after conflict. - consider Christian beliefs about ‘the peace of God’; - reflect on Jesus’ teaching ‘Blessed are the Peacemakers’; - know how Christian places of worship give opportunities for peaceful reflection, meditation and prayer - know how Martin Luther King’s faith led him to fight injustice through peaceful, non-violent protest. - know that Ahimsa is an important concept in Hinduism; - know that Gandhi was a famous Indian politician and campaigner through non-violent, peaceful protest; - know how Ahimsa influenced Gandhi’s life. - know that ‘Assalaam’, is one of the beautiful names of Allah meaning the ‘source of peace’; - consider why the Muslim greeting ‘Assalaamu alaikum’ (peace be upon you) reflects their belief in Allah. - express personal responses to the subject of peace; - consider practical ways of becoming agents for peace in schools and in the wider community. 		<p>Lewisham Agreed Syllabus for RE - Thematic Unit - Peace - RE - KS2 Themed Units - Planning</p> <p>(Google Drive, Curriculum 2020, RE)</p>

RE CURRICULUM - YEAR 3 OBJECTIVES TO BE TAUGHT (CONTINUED)

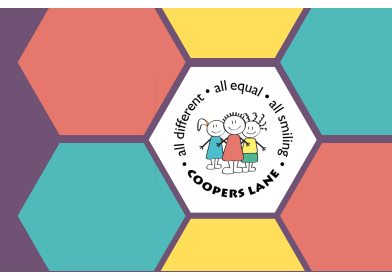
Coopers Lane Primary School's Official Curriculum - Planning Tool



	TOPIC	IN THIS UNIT OF WORK, PUPILS LEARN...	PRIOR LEARNING	RESOURCES TO SUPPORT PLANNING
SPRING 1	<p><u>Christianity 5: The Bible</u></p> <p>Christianity Beliefs; Teachings and sources; Practices and ways of life; Identity and belonging; Meaning; Purpose and truth</p>	<ul style="list-style-type: none"> - that the bible is source of Christian belief and teaching - some Christians read the Bible ever day and find it helpful for their everyday lives. - The Old and New Testaments include many books with different genres; these include history, law and songs: Joseph, Psalm 23, Isaiah's Prophecy. - The gospel stories tell about events in Jesus' life. - Jesus' teaching about the Kingdom of God in parables: The Lost Sheep. - about the Ten Commandments with particular focus on the two greatest commandments. 	Year 1 & 2; The bible and Christmas, A local church and The life and teachings of Jesus	<p>Lewisham Agreed Syllabus for RE - Christianity - Unit 5: The Bible - RE - KS2 Faith Content - Planning</p> <p>(Google Drive, Curriculum 2020, RE)</p>
SPRING 2	<p><u>Sikhism 2: Sikh Teaching and Life</u></p> <p>Sikhism: beliefs, teachings, sources; practices and ways of life; identity and belonging; meaning, purpose and truth.</p>	<p>Sikh Teaching</p> <ul style="list-style-type: none"> - about the three important rules to follow: work honestly; share food with the needy; remember God. - that the Gurus showed how to put teachings into practice in their lives. - about the story of Guru Nanak and Bhai Lalo. or the story of Guru Gobind Singh and the Water Carrier, Bhai Ghanaya. <p>Sikh Life</p> <ul style="list-style-type: none"> - about Special celebrations - naming. - how Sikhs worship at home and in the Gurdwara. - that the Guru Granth Sahib teaches Sikhs how to live. - that Sikhs share and show that everyone is equal in the Gurdwara. 	Year 3 - Autumn 1, Sikhism beliefs	<p>Lewisham Agreed Syllabus for RE - Sikhism - Unit 2: Sikh Teaching and Life - RE - KS2 Units - Planning</p> <p>(Google Drive, Curriculum 2020, RE)</p>
SUMMER 1	<p><u>Buddhism 1: The Buddha</u></p> <p>Buddhism: Beliefs; Teachings and sources; Practices and ways of life; Forms of expression; Identity and belonging; Values and commitments</p>	<p>The Buddha</p> <ul style="list-style-type: none"> - about The Buddha's life and search for truth. - that The Buddha means the 'awakened one'. - that he was a human being who 'woke up' from the 'sleep of confusion'. This is like awakening from a dream and becoming perfectly aware of the truth. The Buddha became free of suffering and was able to help others to 'awaken themselves'. <p>Teachings of the Buddha</p> <ul style="list-style-type: none"> - about The Four Noble Truths. People should work at becoming kind, compassionate, generous, truthful and patient. - that people should try not to hurt any living thing, take things that are not given and try to be honest and straightforward. - the story of Siddhartha and the Swan. 		<p>Lewisham Agreed Syllabus for RE - Buddhism - Unit 1: The Buddha - RE - KS2 Faith Content - Planning</p> <p>(Google Drive, Curriculum 2020, RE)</p>

RE CURRICULUM - YEAR 3 OBJECTIVES TO BE TAUGHT (CONTINUED)

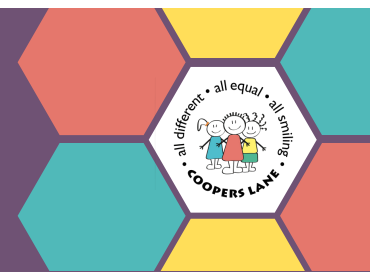
Coopers Lane Primary School's Official Curriculum - Planning Tool



	TOPIC	IN THIS UNIT OF WORK, PUPILS LEARN...	PRIOR LEARNING	RESOURCES TO SUPPORT PLANNING
SUMMER 2	<p><u>Hinduism 3: Gods and Beliefs</u></p> <p>Hinduism Practices and ways of life; Identity and belonging</p>	<p>Sacred Books - Ramayana, Mahabharata, - Bhagwat Gita, Veda</p> <p>Religious Word - Aum/Om</p> <p>Belief and values - The importance of honesty and truthfulness. - Karma: Take responsibility for your actions. - Hospitality is important to Hindus.</p>	<p>Year 1 - Spring 1, Summer 2; God, Hindu Belief & Home</p>	<p>Lewisham Agreed Syllabus for RE - Hinduism - Unit 3: Hindu Gods and Beliefs - RE - KS2 Faith Content - Planning</p> <p>(Google Drive, Curriculum 2020, RE)</p>

RE CURRICULUM - YEAR 4 OBJECTIVES TO BE TAUGHT

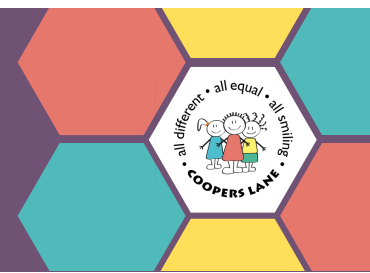
Coopers Lane Primary School's Official Curriculum - Planning Tool



	TOPIC	IN THIS UNIT OF WORK, PUPILS LEARN...	PRIOR LEARNING	RESOURCES TO SUPPORT PLANNING
AUTUMN 1	<p><u>Judaism 1: Shabbat, day of rest</u></p> <p>Judaism; Beliefs; Teachings; Concept of God; Values and commitments; Holy Day</p>	<ul style="list-style-type: none"> - about Shabbat (the Sabbath Day); day of separation and different from other days; a day of rest and joy, remembering God creating and resting. - about what happens on Shabbat and how Jewish people prepare for it; sunset candle lighting; blessings. - about the shared meal of Kiddush; what the Shabbat looks like; customs. - about charity contributions (Tzedakah) - about the Synagogue; how Jewish people attend the synagogue for prayer with the community on Shabbat. - about Havdalah and the end of Shabbat; spices, wine, plaited candle and the blessing of Shabbat taken into next week 		<p>Lewisham Agreed Syllabus for RE - Judaism Unit 1 - RE - KS1 Units - Planning</p> <p>(Google Drive, Curriculum 2020, RE)</p>
AUTUMN 2	<p><u>Judaism 2: Festivals in Jewish Life</u></p> <p>Judaism Beliefs; Teachings and sources; Concept of God; Forms of expression; Festivals; Worship</p>	<ul style="list-style-type: none"> - about Succot (Sukkoth) - about the festival of Tabernacles - about celebration at home and in the Synagogue - about the Story of Harvest and Passover (Pesach) - about the story of Moses and the Exodus from Egypt - about how Jewish people celebrate at home - about the symbolism and ritual of Seder meal; questions from youngest child - about Hanukkah; the story recalled of the miracle of the oil ; the celebration at home; the symbolism of candle lighting and eating doughnuts. 	Year 4 - Autumn 1; Judaism Shabbat	<p>Lewisham Agreed Syllabus for RE - Judaism - Unit 2 - RE - KS1 & 2 Faith Content - Planning</p> <p>(Google Drive, Curriculum 2020, RE)</p>
SPRING 1	<p><u>Christianity 6: Local Christian Places of Worship</u></p> <p>Christianity; Beliefs; Teachings and sources; Practices and ways of life; Identity and belonging; Meaning; Purpose and truth</p>	<ul style="list-style-type: none"> - about special places for Christians - about the many different types of Christian places of worship - about the importance of belonging to a group and sharing activities with others - that worship includes the use of stillness and silence for reflection - about the reasons why people pray - about The Lord's Prayer; The Bible (a source of Christian belief and teaching) used in services - about the similarities in what Christians believe - how coming together helps Christians to grow in their faith 	Year 3 - Spring 1; The Bible	<p>Lewisham Agreed Syllabus for RE - Christianity - Unit 6 - RE - KS1 & 2 Faith Content - Planning</p> <p>(Google Drive, Curriculum 2020, RE)</p>

RE CURRICULUM - YEAR 4 OBJECTIVES TO BE TAUGHT (CONTINUED)

Coopers Lane Primary School's Official Curriculum - Planning Tool



	TOPIC	IN THIS UNIT OF WORK, PUPILS LEARN...	PRIOR LEARNING	RESOURCES TO SUPPORT PLANNING
SPRING 2	<p><u>Christianity 7: Christian Celebration</u></p> <p>Christianity; Beliefs; Teachings; Practices and ways of life; Identity and belonging; Celebrations</p>	<ul style="list-style-type: none"> - that the Church has its own calendar with special names for certain times of the year - that these times are associated with Jesus' life; how Christians understand and celebrate these events – Christmas and Easter - about times of reflection and what significance it has to the faith: Advent and Lent - Jesus' temptation - about the sharing the Lord's Supper - about Pentecost 	Year 3 - Spring 1; The Bible	<p>Lewisham Agreed Syllabus for RE - Christianity Unit 7 - RE - KS1 Units - Planning</p> <p>(Google Drive, Curriculum 2020, RE)</p>
SUMMER 1	<p><u>Sikhism 3: The Gurdwara and the Guru Granth Sahib</u></p> <p>Sikhism: Beliefs; Teachings and sources; Practices and ways of life; Forms of expression; Identity and belonging; Values and commitments</p>	<ul style="list-style-type: none"> - more about The Gurdwara; how it is the centre for the community and place of prayer and worship - about objects and symbols within the Gurdwara; Nishan Sahib and Khanda symbol - that when you enter the Gurdwara your shoes need to be removed and your hair covered - about the role of Granthi; use of music; Karah Prasad; The Langar kitchen- shared food. - more about The Guru Granth Sahib (the Sikh holy book); final everlasting Guru; written in Gurmukhi; treated with respect as a human Guru - about what is in the Guru Granth Sahib; teachings of Guru Nanak and other Gurus. - hymns and prayers that are sung in services. 	Year 3 - Autumn 1; Sikh beliefs & Spring 2; Sikh teachings	<p>Lewisham Agreed Syllabus for RE - Sikhism- Unit 3 - RE - KS1 & 2 Faith Content - Planning</p> <p>(Google Drive, Curriculum 2020, RE)</p>
SUMMER 2	<p><u>Buddhism 2: Living as a Buddhist</u></p> <p>Buddhism; Practices and ways of life; Identity and belonging</p>	<ul style="list-style-type: none"> - about the Buddhist Community; Sangha Lives out the teachings of the Buddha; that all members support one another - about the story of The King's Elephant – keeping good company matters - that Buddhists meditate to help them understand the teachings of the Buddha by developing awareness and mindfulness - that they can worship in a number of places, the home shrine, a Temple or Buddhist Centre - about a Buddhist Centre; a place where teachings are given; where Buddhists meditate together; that is a sacred space, where removal of shoes shows respect - about a Buddhist shrine – with an image of the Buddha - that images of the Buddha communicate values of wisdom and compassion. 	Year 3 - Summer 1; Buddhism, the Buddha	<p>Lewisham Agreed Syllabus for RE - Buddhism - Unit 2 - RE - KS1 & 2 Faith Content - Planning</p> <p>(Google Drive, Curriculum 2020, RE)</p>

RE CURRICULUM - YEAR 5 OBJECTIVES TO BE TAUGHT

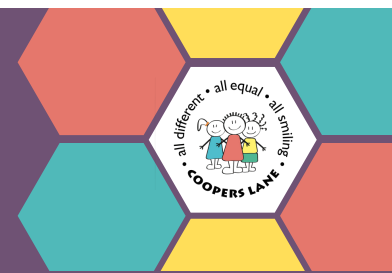
Coopers Lane Primary School's Official Curriculum - Planning Tool



	TOPIC	IN THIS UNIT OF WORK, PUPILS LEARN...	PRIOR LEARNING	RESOURCES TO SUPPORT PLANNING
AUTUMN 1	<p><u>Sikhism 4: Belonging to the Sikh Community</u></p> <p>Sikhism Beliefs; Teachings; Concept of God; Values and commitments; Belonging</p>	<ul style="list-style-type: none"> - about Guru Gobind Singh, the tenth guru and the last human Guru - about the celebration of Baisakhi - the start of the Hindi new year - about the community of the Khalsa and when it became established - about the 5 Ks and Sikh names - about the importance of belonging to the community; becoming a Khalsa'd Sikh - about the Amrit ceremony and the obligations accepted with Amrit - why Guru Gobind Singh was important - what the significance of the Amrit Ceremony is 	<p>Year 3 - Autumn 1 & Spring 2; Sikhism beliefs and teachings</p> <p>Year 4 - Summer 1; Gurdwara and Guru Granth Sahib</p>	<p>Lewisham Agreed Syllabus for RE - Sikhism Unit 4 - RE - KS1 & 2 Faith Content - Planning</p> <p>(Google Drive, Curriculum 2020, RE)</p>
AUTUMN 2	<p><u>Christianity 8: Jesus Human & Divine</u></p> <p>Christianity Beliefs; Teachings and sources; Concept of God; Forms of expression; Meaning; Purpose and truth</p>	<ul style="list-style-type: none"> - about God; the importance of the Father, Son and Holy Spirit - about Christmas - Jesus' birth; how is it celebrated around the world - how did Jesus choose his 12 disciples AND friends - about Jesus' temptations and his baptism - about the miracles and acts of healing he performed; 'Stilling the storm', 'The four friends' or 'Healing a leper' - Easter - Jesus' death, resurrection and afterwards. 	<p>Year 4 - Spring 2 Local places of worship & Summer 1; Christian celebration</p>	<p>Lewisham Agreed Syllabus for RE - Christianity Unit 8 - RE - KS1 & 2 Faith Content - Planning</p> <p>(Google Drive, Curriculum 2020, RE)</p>
SPRING 1	<p><u>Hinduism 4: Pilgrimage</u></p> <p>Hinduism Beliefs; Teachings and sources; Practices and ways of life; Identity and belonging; Meaning; Purpose and truth</p>	<ul style="list-style-type: none"> - about Hinduism and the Wider World - about the origins of Hinduism in India - That Hindus live across the world - about specific places of pilgrimage and their significance; The Ganges; Kailash; Rameswaram - about stories associated with places of pilgrimage. 	<p>Year 3 - Summer 2; Hinduism Gods and Beliefs</p>	<p>Lewisham Agreed Syllabus for RE - Hinduism Unit 4 - RE - KS1 & 2 Faith Content - Planning</p> <p>(Google Drive, Curriculum 2020, RE)</p>
SPRING 2	<p><u>Christianity 9: Leading a Christian Life</u></p> <p>Christianity; Beliefs; Teachings; Practices and ways of life; Identity and belonging; Meaning; Truth</p>	<ul style="list-style-type: none"> - about the commitment, belonging and belief in the special presence of God during significant life events. - about at least one person and one charitable organisation that exemplifies Christianity in action. - to ask questions of a local Christian to share how their life is led by faith - how Christians follow Jesus and His teachings in their daily lives - what Christian values guide the actions of the people and organisations studied - about the challenges of living a Christian life today 	<p>Year 4 - Spring 1 Christian places of worship & Spring 2; Christian celebration</p>	<p>Lewisham Agreed Syllabus for RE - Christianity Unit 9 - RE - KS1 & 2 Faith Content - Planning</p> <p>(Google Drive, Curriculum 2020, RE)</p>

RE CURRICULUM - YEAR 5 OBJECTIVES TO BE TAUGHT (CONTINUED)

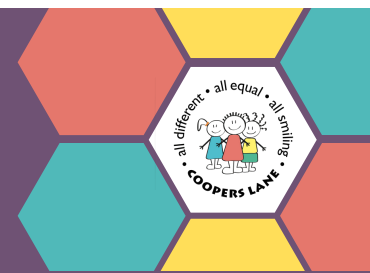
Coopers Lane Primary School's Official Curriculum - Planning Tool



	TOPIC	IN THIS UNIT OF WORK, PUPILS LEARN...	PRIOR LEARNING	RESOURCES TO SUPPORT PLANNING
SUMMER 1	<p><u>Islam 3: Ramadan & Id ul Fitr</u></p> <p>Islam: Beliefs; Teachings and sources; Practices and ways of life; Forms of expression; Identity and belonging; Values and commitments</p>	<ul style="list-style-type: none"> - that Sawm is the act of fasting and it the fourth of the 5 pillars of Islam - about Ramadan being a time to focus on Allah, being a good Muslim and considering those who have less. - how Ramadan changes dates each year - how Ramadan is observed and who is exempt from fasting - about Qur'anic quotes about fasting - about worship during Ramadan & Id ul Fitr – celebration of keeping the fast at its end. - about Zakat al Fitr % Charity at Id. - why Muslims fast during Ramadan - how fasting helps Muslims to grow closer to Allah and to each other - how Muslims celebrate Id 	<p>Year 2 - Autumn 2 & Summer 2; Prophet Muhammed and Five Pillars of Islam</p>	<p>Lewisham Agreed Syllabus for RE - Islam 3 - RE - KS1 & 2 Faith Content - Planning</p> <p>(Google Drive, Curriculum 2020, RE)</p>
SUMMER 2	<p><u>Islam 4: Hajj & Id ul Agha</u></p> <p>Islam: Practices and ways of life; Identity and belonging</p>	<ul style="list-style-type: none"> - about the story of Prophet Ibrahim (pbuh) and his son Ismail (pbuh) rebuilding the Ka'aba. - Umrah (lesser pilgrimages. Not fixed to time). - some Qur'anic quotes about Hajj - about the importance of Hajj and the requirements that are needed for Muslims to go on the pilgrimage. - about the Id ul Adha Festival that takes place the day after the gathering of pilgrims on Mount Arafah. A time for Muslims worldwide to celebrate. - what a pilgrimage is - why Muslims go on Hajj - about some stories associated with the places on Hajj - how the Hajj makes Muslims appreciate they are all part of one family 	<p>Year 2 - Autumn 2 & Summer 2; Prophet Muhammed and Five Pillars of Islam</p>	<p>Lewisham Agreed Syllabus for RE - Islam Unit 4 - RE - KS1 & 2 Faith Content - Planning</p> <p>(Google Drive, Curriculum 2020, RE)</p>

RE CURRICULUM - YEAR 6 OBJECTIVES TO BE TAUGHT

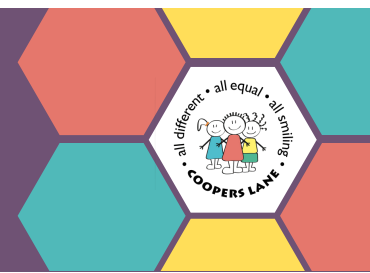
Coopers Lane Primary School's Official Curriculum - Planning Tool



	TOPIC	IN THIS UNIT OF WORK, PUPILS LEARN...	PRIOR LEARNING	RESOURCES TO SUPPORT PLANNING
AUTUMN 1	<p><u>Buddhism 3: Following the Buddhist's Teaching</u></p> <p>Buddhism: Beliefs; Teachings; Concept of Enlightenment; Values and commitments</p>	<ul style="list-style-type: none"> - about The Buddha being the perfect example of what people can become. - about the Noble Eightfold Path and what that means to a Buddhist; about how the eightfold path link together and how that affects the life of a Buddhist. - about the symbols of the faith and what significance they have, e.g. the wheel and lotus. - about The Dharma (Buddhist teachings). - about stories that illustrates Buddhist values – The Monkey King. - that all Buddhists try to learn and practice the Dharma. This is the teaching and practice that leads to awakening. - how Buddhists try to follow the teachings of the Buddha - how the teachings and example of the Buddha help Buddhists to grow 	<p>Year 3 - Summer 1; <i>Buddhism, the Buddha</i></p> <p>Year 4 - Summer 2; <i>Living as a Buddhist</i></p>	<p>Lewisham Agreed Syllabus for RE - Buddhism 3: - RE - KS2 Units - Planning</p> <p>(Google Drive, Curriculum 2020, RE)</p>
AUTUMN 2	<p><u>Buddhism 4: The Buddhist Community Worldwide</u></p> <p>Buddhism: Beliefs; Teachings and sources; Concept of God; Forms of expression; Meaning; Purpose and truth; Community</p>	<ul style="list-style-type: none"> - about the Sangha, the Buddhist community of monks that spread across the world; that they keep the Buddhist texts safe and interpret the meaning of those texts. - more about the people who follow the Dharma. - that some live as monks and nuns; that others meditate and practice Buddhism in ordinary lives. - about the five precepts. - about places of pilgrimage and their significance, e.g. Lumbini – birth place of Buddha. Bodhgaya – place of enlightenment. Deer park at Sarnath – first teachings of Buddha. Kushinagar – where he passed away. - about the festival of Vaisakha Puja or Vesak/Wesak Festival remembering the life, enlightenment and teaching of the Buddha. 	<p>Year 3 - Summer 1; <i>Buddhism, the Buddha</i></p> <p>Year 4 - Summer 2; <i>Living as a Buddhist</i></p>	<p>Lewisham Agreed Syllabus for RE - Buddhism 4 - RE - KS2 Units - Planning</p> <p>(Google Drive, Curriculum 2020, RE)</p>
SPRING 1	<p><u>Judaism 3: Abraham</u></p> <p>Judaism: Beliefs; Teachings and sources; Practices and ways of life; Identity and belonging; Meaning; Purpose and truth</p>	<ul style="list-style-type: none"> - that in Judaism there is a belief in One God; Abram/Abraham. - about the story of Abraham and Isaac; discussing their obedience to God and what that means to Jewish people today. - about the Torah, the Jewish Sacred Text; Where stories about the Jews' relationship with God are found including the story of Abraham - that the Torah is written as a scroll in Hebrew; a continuous scroll that is handwritten and cannot have any mistakes in it; how the synagogue have special copies of the Torah which are used each week on the Sabbath; that people have a copy of the Torah at home too - that the Torah is treated with respect and cannot be touched by human hand, it is too sacred; a yad (pointer) must be used to read the Torah. 	<p>Year 4 - Autumn 1 & 2; <i>Shabbat and Festivals in Jewish Life</i></p>	<p>Lewisham Agreed Syllabus for RE - Judaism - Unit 3: Abraham RE - KS1 & 2 Faith Content - Planning</p> <p>(Google Drive, Curriculum 2020, RE)</p>

RE CURRICULUM - YEAR 6 OBJECTIVES TO BE TAUGHT (CONTINUED)

Coopers Lane Primary School's Official Curriculum - Planning Tool



	TOPIC	IN THIS UNIT OF WORK, PUPILS LEARN...	PRIOR LEARNING	RESOURCES TO SUPPORT PLANNING
SPRING 2	<p><u>The Journey of Life and Death</u></p> <p>Themed Unit Beliefs; Teachings; Practices and ways of life; Identity and belonging; Meaning; Truth</p>	<ul style="list-style-type: none"> - to realise there are significant milestones of the journey of life - to think about what they would like to happen for themselves and the world in the future - to understand the importance of hope to human beings. - to consider human responses to loss and bereavement - to reflect on their own response to human experience of life and death. - about ways in which human experiences associated with death, loss and bereavement are understood in Christianity - to understand the term bereavement; be aware that people cope with bereavement in different ways; understand how the Christian community supports the person who is bereaved. - learn about the ways in which human experiences associated with death, loss, hope, and meaning in life are understood in Islam, Buddhism, Judaism, Hinduism and Sikhism; understand how each community supports the person who is bereaved - know some ways in which human experiences associated with death, loss, hope, and meaning in life are expressed - to reflect on their responses to human experience of death - to understand how important it is to celebrate a life and how remembering them can help their friends to become less sad. 		<p>Lewisham Agreed Syllabus for RE - The Journey of Life and Death Themed Unit - RE - KS2 Themed Units - Planning</p> <p>(Google Drive, Curriculum 2020, RE)</p>
SUMMER 1	<p><u>Judaism 4: Prayer and Worship</u></p> <p>Judaism: Beliefs; Teachings and sources; Practices and ways of life; Forms of expression; Identity and belonging; Values and commitments</p>	<ul style="list-style-type: none"> - about The Shema (one of two prayers that are commanded in the Torah); that it is said twice daily - about the ritual of preparing for prayer: Phylacteries, Tallit, Kippah - about The Shema in the Mezuzah – signifying a Jewish home. - about the Synagogue and the important people and objects that are found in the synagogue: ark; ner Tamid; Torah portion read in services; the role of the Rabbi; Minyan. - about important family celebrations; Bar /Bat Mitzvah as a rite of passage 	<p>Year 4 - Autumn 1 & 2; Shabbat and Festivals in Jewish Life</p> <p>year 6 - Spring 1; Judaism and Abraham</p>	<p>Lewisham Agreed Syllabus for RE - Judaism - Unit 4 - RE - KS1 & 2 Faith Content - Planning</p> <p>(Google Drive, Curriculum 2020, RE)</p>
SUMMER 2	<p><u>Understanding Faiths & Beliefs in Lewisham</u></p> <p>Themed Unit: Practices and ways of life; Identity and belonging</p>	<ul style="list-style-type: none"> - recall beliefs, teaching and sources of relevant faiths - to identify key beliefs of smaller local communities, not previously studied, e.g. Rastafarianism - if there any ways where practices and ways of life are shared with, or impact on, the broader community - how practices and experiences have changed over the year - how faith & belief communities show and share their beliefs and faiths in the wider community; has this changed? - that people from the same faith do things differently because of their family's link to other countries, e.g. specific foods eaten at festivals - how faith & belief communities support members of other communities when they have a need (times of celebration or crisis). 		<p>Lewisham Agreed Syllabus for RE - Understanding Faith and Beliefs in Lewisham - RE - KS2 Themed Unit - Planning</p> <p>(Google Drive, Curriculum 2020, RE)</p>