



Year group: Reception

Term: Summer 1

Subject: Religious Education – F6 which stories are specially valued and why?

### Prior learning

F4 – Being special

F2/F3 – Special celebrations (Christmas and Easter)

### What comes next?

Year 1 – Unit 1.2 How and why do we celebrate special times?

Year 2 – Unit 1.12 – What is the Good News that Christians believe Jesus brings?

### Notes and guidance

Ask the children to bring in books from home that are special to them or choose a favourite book in class, the teacher could also bring in their favourite childhood book and explain why they like it so much. Talk about why they're special.

Ensure you cover stories from Christianity and Islam, as well as any other religions you may have in class.

**For suggested content visit the Sandwell SACRE 2024-2029**

### Key vocabulary

God, Holy books, religion, prayer

### Substantive Knowledge

To recognise some religious words e.g. about God

To identify a sacred text e.g. the Bible or Qur'an

### Disciplinary Knowledge

To talk about some of the things these stories teach believers. Story

recommendations: story of Zacchaeus, story of the ten Lepers,

Hannukah story, story of the ants in Islam.

### Procedural Knowledge

To identify some of their own feelings in the stories they hear.

### Links to other curriculum areas

PSHE

### End Points

1. Children have knowledge and understanding of a range of religions and beliefs.
2. Children are able to compare, contrast, evaluate and make connections to their own and others lives.
3. Children are able to reflect on questions of meaning, offering their own thoughtful and informed insights into religious and secular world-views
4. Children are able to explore questions of beliefs and values in relation to a range of contemporary issues in an ever-changing society and understand why people hold onto faith.

### Learning Outside The Classroom

- Use of holy books (found in RE drawers)



Year group: Year 1

Term: Summer 1

Subject: Religious Education – I.7 beginning to learn Islam: who is Muslim? What do Muslims learn from the stories of the Prophet?

### Prior learning

Reception F6 – Which stories are special and why? – This introduces Islam

Year 1 – unit 1.3 – Who celebrates what? How and where?

Year 1 – unit 1.9 – Holy places – Where and how do Christians, Sikhs and Muslims worship?

### What comes next?

Year 2 - (unit 1.8) Beginning to learn Islam. What can we learn from Muslims in Sandwell

Year 3 - (unit LKS 2.11) Keeping the five pillars of Islam. How do Muslim beliefs make a difference to their way of living?

Year 4 - (unit LKS 2.12) Why does the Prophet Muhammed matter to Muslims?

### Notes and guidance

Ask about prayer. What makes prayer special? Many people believe they are talking to God when they pray. God is invisible but has the power to hear. Ask the children to think of some questions they have about prayer and God. Where might we find the answers? Muslims find answers in the Qur'an. Introduce the Qur'an, allow children to see one, go over the ways to show respect. Useful animations on BBC.

The use of PBUH (peace and blessings be upon him) after saying the Prophets name

**For suggested content visit the Sandwell SACRE 2024-2029**

### Key vocabulary

Prophet, Qur'an, Mosque, Allah, Islam

### Substantive Knowledge

To give examples of how stories about the Prophet show what Muslims believe.

### Disciplinary Knowledge

To give examples of how Muslims use stories about the Prophet to guide their beliefs and actions.

### Procedural Knowledge

To think, talk about and ask questions about Muslim beliefs and ways of living.

### Links to other curriculum areas

PSHE

### End Points

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### Learning Outside The Classroom

- Use of Qur'an



Year group: Year 2

Term: Summer 1

Subject: Religious Education – I.8 beginning to learn Islam: what can we learn from Muslims in Sandwell?

### Prior learning

Reception F6 – Which stories are special and why? – This introduces Islam

Year 1 Unit: (I.7) Beginning to learn Islam. What can we learn from stories of the Prophet?

### What comes next?

Year 3 - (unit LKS 2.11) Keeping the five pillars of Islam. How do Muslim beliefs make a difference to their way of living?

Year 4 - (unit LKS 2.12) Why does the Prophet Muhammed matter to Muslims?

### Notes and guidance

Introduce the idea that Muslims believe Allah is the one true God. Allah is the Arabic word for God. Find out about the Shahadah and how this is an important belief for Muslims.

Learn about the 99 other names given to Allah e.g. The Care-Taker, The Majestic, The Giver of Peace.

**For suggested content visit the Sandwell SACRE 2024-2029**

### Key vocabulary

Allah, Iman, Shahadah, Qur'an, Prayer, Prophet

### Substantive Knowledge

To recognise the words of the Shahadah and know it is important for Muslims.

To identify some of the key Muslim beliefs about God found in the Shahadah and a small number of the beautiful names for Allah and give a simple description of what they mean.

### Disciplinary Knowledge

To give example of how Muslims put their beliefs about prayer and about Allah into action e.g. daily prayer, using subhah beads

### Procedural Knowledge

To talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason.

To give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too,

### Links to other curriculum areas

PSHE

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### Learning Outside The Classroom

- Visitor



Year group: Year 3

Term: Summer 1

Subject: Religious Education – L2. For Christians, what was the impact of the Pentecost? (Kingdom of God)

### Prior learning

Year 2 (UC 1.6) Why does Easter matter to Christians?

Year 3 (UC LKS 2.3) What do Christians learn from the Bible's creation stories?

### What comes next?

Year 4 (UC LKS 2.8) Why do Christians call the day Jesus died 'Good Friday'?

Year 5 (UC UKS 2.4) What do Christians believe Jesus did to 'save' people?

### Notes and guidance

Recall learning about Jesus' death and resurrection, the Bible says Jesus went to Heaven, leaving his disciples behind, ask the children what do they think happened next?

For suggested content visit the Sandwell SACRE 2024-2029

### Key vocabulary

Holy Spirit, Pentecost, Kingdom of God, New Testament, symbol, trinity

### Substantive Knowledge

To offer informed suggestions about what the events of Pentecost in Acts 2 might mean, referring to beliefs about the Holy Spirit, including modern examples.

### Disciplinary Knowledge

To make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God and how Christians live and worship now.

### Procedural Knowledge

To make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas.

### Links to other curriculum areas

PSHE

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### Learning Outside The Classroom

- Use of videos



Year group: Year 4

Term: Summer 1

Subject: RE L2.12 Why does the Prophet Muhammad (PBUH) matter to Muslims?

### Prior learning

Year 1 (I.7) Beginning to learn Islam. What can we learn from stories of the Prophet?

Year 2 (I.8) Beginning to learn Islam. What can we learn from Muslims in Sandwell

Year 3 (LKS 2.11) Keeping the five pillars of Islam. How do Muslim beliefs make a difference to their way of living?

### What comes next?

Year 5 (UKS 2.5) Hindu, Jewish and Islamic Prayer

Year 6 (UKS 2.9) What will make Sandwell a more respectful community?

### Notes and guidance

Opening up Islam (RE today services) has stories suitable for this unit

Spirited Arts competition runs until 31<sup>st</sup> July

**For suggested content visit the Sandwell SACRE 2024-2029**

### Key vocabulary

Allah, prophets, Qur'an, hadith, Eid Al Fitr

### Substantive Knowledge

To explain the meanings of big ideas from religions and worldviews uses in their artwork clearly

To consider questions about how big questions and big ideas can be expressed sometimes in creative art

### Disciplinary Knowledge

To describe the impact of the ideas they have learned about on their own thinking and creative processes

### Procedural Knowledge

To express their own ideas about a Spirited Arts theme in art or poetry, giving good reasons for their views and ideas linked to teachings from religions and worldviews studied.

### Links to other curriculum areas

PSHE

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### Learning Outside The Classroom

- Links to spirited arts comp



Year group: Year 5

Term: Summer 1

Subject: RE U2.6 what can we learn from religion about temptation? (Christians and Muslims)

### Prior learning

Year 3 (LKS 2.11) Keeping the five pillars of Islam. How do Muslim beliefs make a difference to their way of living?

Year 4 (UC LKS 2.7) What kind of world did Jesus want?

### What comes next?

Year 6 (UKS 2.12) What impact do people's beliefs have in their lives?

(UKS 2.3) Can religions help people when times get hard?

### Notes and guidance

Dramatic temptations – use of drama works well to support children's understanding  
For suggested content visit the Sandwell SACRE 2024-2029

### Key vocabulary

Muslim, Christian, temptation, conscience, Adam and Eve, reconciliation

### Substantive Knowledge

To explain Muslim and Christian beliefs about temptation, sin and forgiveness

### Disciplinary Knowledge

To make clear connections between belief about God and moral choices  
To give examples of the impact of ritual in life

### Procedural Knowledge

To express their own response to various Muslim and Christian ideas about temptation  
To give good reasons for their views about moral choices and forgiveness

### Links to other curriculum areas

PSHE

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### Learning Outside The Classroom

- Use of drama



Year group: Year 6

Term: Summer 1

Subject: RE U2.12 what impact do peoples' beliefs have on their lives? Expressing the spiritual

### Prior learning

Year 3 (LKS2 .2.6) What matters most to Christians & Humanists?

Year 5 (UKS 2.6) What can we learn from religion about temptation?

Most other units also touch on beliefs of a religion

### What comes next?

KS3 guidance

### Notes and guidance

Sikh architecture and art – The Golden Temple, visual art by Kanwar Singh

Muslim architecture and art – Muslim calligraphy, art by Yasmin Kthrada and Ahmed Moustapha

Christian music – listen to Psalms (Psalm 23 or Psalm 46)

For suggested content visit the Sandwell SACRE 2024-2029

### Key vocabulary

Spirituality, art, culture, religion, expressing meaning, creativity

### Substantive Knowledge

To explain some ways beliefs are shown in creative expression in three religions

### Disciplinary Knowledge

To make clear connections between beliefs and different forms of expression

To give examples of the impact of beliefs on art, architecture and music

### Procedural Knowledge

To raise questions about how they might express their own spiritual ideas in an art form – and do it

### Links to other curriculum areas

PSHE

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### Learning Outside The Classroom

- Exploring religious art