



Year group: Reception

Term: Summer 2

Subject: RE F5 which places are specially valued and why?

Prior learning

F4 – Being special

F2/F3 – Special celebrations (Christmas and Easter)

F6 – Which stories are special and why?

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

This unit plan mainly focuses on Christians and Muslims although teachers may wish to teach about other religions alongside or instead of these when delivering this scheme of work to their own classes.

Useful stories: Imran's story of visiting a mosque and Grace's story of visiting a church

For suggested content visit the Sandwell SACRE 2024-2029

Key vocabulary

Holy building, God, religion beliefs

Substantive Knowledge

To begin to recognise that for Christians, Muslims or Jews, some special places and things link to beliefs about God

Disciplinary Knowledge

To talk about things that are special and valued in a place of worship

Procedural Knowledge

To talk about somewhere that is special to themselves saying why
To get to know and use appropriate words to talk about their thoughts and feelings when visiting/seeing pictures of a holy place
Express a personal response to the natural world

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 videos
- Visit special place in school (library, woodland etc)



Year group: Year 1

Term: Summer 2

Subject: RE 1.4 beginning to learn about Sikhs: stories of the Sikh Gurus

Prior learning

Year 1 - (I.3) Who celebrates what? How and Where? Celebrations that matter in Sandwell.

Year 1 - (I.9) Holy places: where and how do Christians, Sikhs and Muslims worship?

What comes next?

Year 2 - (I.10) How and why are some books holy? Sacred books and stories.

Year 2 - (I.5) Beginning to learn about Sikhs. (Part B The Gurdwara, a place to belong).

Year 4 - (LKS 2.4) What is it like to be a Sikh in Sandwell?

Notes and guidance

Stories: The Guru Nanak and the Sacred Thread

Guru Har Gobind and the Cloak

Dunni Chand and the Needle

Explore hot seating, circle time, persona dolls

For suggested content visit the Sandwell SACRE 2024-2029

Key vocabulary

Guru, Sikh, Gurdwara, values, equality

Substantive Knowledge

To re-tell simply some stories of Guru Nanak

To give examples of how the stories are used in Sikh life and worship

Disciplinary Knowledge

To give examples of how and why Sikhs retell the stories of the Guru Nanak and the other Gurus

To make links between the Sikh ideas of God found in the stories and how people live

Procedural Knowledge

To ask some questions about Sikh stories

Talk about what they think is good in the stories and the messages they have noticed

Give a good reason for their ideas about whether any of these things are good for them too

Links to other curriculum areas

PSHE

End Points

1. Children have knowledge and understanding of a range of religions and beliefs.
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Learning Outside The Classroom

- Hot seating/persona dolls



Year group: Year 2

Term: Summer 2

Subject: RE I.5 beginning to learn about Sikhs: the Gurdwara – why is there a kitchen?

Prior learning

Year 1 - (I.3) Who celebrates what? How and Where? Celebrations that matter in Sandwell.

Year 1 - (I.9) Holy places: where and how do Christians, Sikhs and Muslims worship?

Year 1 - (I.4) Beginning to learn about Sikhs (Part A Stories of the Sikh Gurus)

What comes next?

Year 4 - (LKS 2.4) What is it like to be a Sikh in Sandwell?

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

Notes and guidance

Sandwell has the highest number of Sikhs in any borough in the UK.

LOTC opportunity – visit a Gurdwara

Use of the 'what happens in' resource (not ordered yet)

For suggested content visit the Sandwell SACRE 2024-2029

Key vocabulary

Sikh, Gurdwara, langar, generous, sharing

Substantive Knowledge

To recognise the Sikh holy building, the Gurdwara from local photos
To re-tell simply some of the things that happen at a Gurdwara
Give examples of other community building where people share their lives

Disciplinary Knowledge

To give examples of how Sikhs worship, pray, sing and share their lives at the Gurdwara
To make simply links between Sikh ideas of God and service to others and the work of the Gurdwara
To give an example of how some Sikh people might remember God in different ways e.g. through worship at the Gurdwara, through service

Procedural Knowledge

To ask questions about Sikh worship
To talk about what they think is good about the Sikh Gurdwara and the ideas they noticed in their learning
To give good reason for their ideas about whether these things are good for them too

Links to other curriculum areas

PSHE

End Points

1. Children have knowledge and understanding of a range of religions and beliefs.
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Learning Outside The Classroom

- Visit



Year group: Year 3

Term: Summer 2

Subject: RE L2.2 how is faith expressed in Hindu communities and traditions? (Dharma)

Prior learning

N – Celebrations (Diwali)

F6 – Which stories are special and why?

What comes next?

Year 5 - (UKS 2.11) Why do Hindus want to be good?

Notes and guidance

Note that the word 'Hinduism' in European, people within the tradition itself call it Sanatan Dharma

For suggested content visit the Sandwell SACRE 2024-2029

Key vocabulary

Hindu, Dharma, gods, goddesses, murtis, mandir

Substantive Knowledge

To identify the terms 'dharma', 'sanatan dharma' and Hinduism and say what they mean

To make links between Hindu practises and the ideas that Hinduism/Sanatan Dharma is a way of life (dharma)

Disciplinary Knowledge

To describe how Hindus show their faith within their families in Britain today

To describe how Hindus show their faith within their faith communities in Britain today in varied ways

Procedural Knowledge

To raise questions and suggest answers about what is good about being a Hindu in Britain today and whether taking part in family and community rituals is a good thing for individuals and society

Links to other curriculum areas

PSHE

End Points

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Learning Outside The Classroom

- Use of videos



Year group: Year 4

Term: Summer 2

Subject: RE L2.4 how is faith expressed in Sikh communities and traditions?

Prior learning

Year 1 - (I.4) Beginning to learn about Sikhs (Part A Stories of the Sikh Gurus)

Year 2 - (I.5) Beginning to learn about Sikhs (Part B, the Gurdwara, a place to belong).

Year 3 – (LKS 2.1) What are the deeper meaning of Religious festivals?

What comes next?

Year 5 (UKS 2.2) An enquiry into a place of worship.

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

Notes and guidance

Sandwell has the highest number of Sikhs in any borough in the UK. Make sure children understand this importance.

For suggested content visit the Sandwell SACRE 2024-2029

Key vocabulary

Sikh, 10 Gurus, Guru Granth Sahib, Gurdwara, Langar

Substantive Knowledge

To identify and describe key Sikh beliefs about God and values including Waheguru and Sewa from Exs of texts such as the Mool Mantare

Disciplinary Knowledge

To make simple connections between sacred texts and practise e.g. in provision of food and care for those 'left out'
To describe how people show their Sikh identity in dress, behaviour and values

Procedural Knowledge

To give good reasons for their own views about the importance of Sikh values such as equality, community, tradition and respect

Links to other curriculum areas

PSHE

End Points

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Learning Outside The Classroom

- Visitor
- Persona doll
- Videos



Year group: Year 5

Term: Summer 2

Subject: RE U2.5 Hindu, Jewish and Islamic Prayer – what? Where? How? When? Why?

Prior learning

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

What comes next?

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

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

Year 6 - (UKS 2.3) Can religions help people when times get hard?

Notes and guidance

Ensure the children understand the links between prayer and the need for silence, deep thinking and reflection we all do in every day life. Ensure that all religions listed in the title are covered with equal weight in this unit

For suggested content visit the Sandwell SACRE 2024-2029

Key vocabulary

Prayer, meditation, mantra, salah, Adonolam, Jewish, Muslim, Hindu

Substantive Knowledge

To explain texts and beliefs about prayer from Judaism and Islam

Disciplinary Knowledge

To make clear connections between belief about God and the practise of prayer.

To explain differences between the ways Jews and Muslims pray

Procedural Knowledge

To raise questions and suggest answers about the varied importance of prayer to Muslims, Jewish people and those who do not pray or pray in different ways.

Links to other curriculum areas

PSHE

End Points

1. Children have knowledge and understanding of a range of religions and beliefs.
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Learning Outside The Classroom

- Use of holy books



Year group: Year 6

Term: Summer 2

Subject: RE U2.3 Can religions help people when times get hard? (Christian, Muslim, Hindu and non-religious others)

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?

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

What comes next?

KS3 guidance

Notes and guidance

Show age appropriate stimuli referencing suffering or disasters on the news currently. Ask the children can any good ever be said to come out of suffering? Does suffering make people stronger or more loving? Discuss a range of answers. This investigation enables pupils to learn in depth from different religious and spiritual ways of life about teaching about hard times, focussing on exploring death. We have exemplified the unit in this way as we are aware that this is a difficult but essential topic for teachers to explore with children. By the age of 10 many children will have experienced grief and death. Our society is not very good at helping children to talk about loss: sometimes it is a taboo subject, though children have many questions.

For suggested content visit the Sandwell SACRE 2024-2029

Key vocabulary

Faith, resilience, religious, spiritual, secular, sources of wisdom, heaven, reincarnation

Substantive Knowledge

To describe 3+ examples of ways in which religions guide people in good and hard times in life.

To identify beliefs about life after death in at least two religions describing similarities and differences

Disciplinary Knowledge

To make clear connections between what people believe about God and how they respond to challenges in life e.g. bereavement and suffering

To give examples of ways in which beliefs about resurrection/judgement/heaven/karma/reincarnation make a difference to how someone lives.

Procedural Knowledge

To interpret varied artistic expressions of the afterlife, explaining different ways of understanding things.

To offer reasoned responses to the unit question, with evidence and examples, expressing insights of their own.

Links to other curriculum areas

PSHE

End Points

1. Children have knowledge and understanding of a range of religions and beliefs.
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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 news and videos