

Spiritual, moral, social, cultural, personal growth and development and community cohesion in order to live in a complex, multi religious and multi secular society underpin all Religious Education.

\*‘Some’, ‘many’ to be used instead of all Christians, Sikhs etc. believe to prevent over simplification, stereotyping and prevent misconceptions about religion. To think about what they believe and how this might be different from others and to be able to behave with respect and kindness when others describe what they believe.

Y5 Religious Education	TERM 1		TERM 2A		TERM 3A	
	Let’s give thanks for the harvest! (Celebrations)		Living the Hindu good life Holi (Celebrations)		Are we nearly there yet? Religious journeys (Worship and symbols)	
	<b>Key knowledge</b> <b>Celebrations</b> To know that harvest has been celebrated in the UK for thousands of years.  To know that the way the harvest has been celebrated in the UK has changed over time.  To know that not all people who celebrate harvest in the UK are Christian.  To know that Christians might celebrate harvest to give thanks to God for food and the good things He provides.  To know that for some people, harvest has less value today as they do not recognise God as the one who gives and provides for their needs.  To know that now, harvest can be marked by gathering food for those in need in a community.  To know that Sikhs celebrate Vaisakhi which was originally a harvest festival.  To know that Vaisakhi celebrates the founding of the Sikh community, the Khalsa.  To know the story of Vaisakhi.  To know that on Vaisakhi, Sikhs go to the Gurdwara in the morning for a service.  To know that Sikhs celebrate Vaisakhi with a procession through the streets called Nagar Kirtan and they eat a meal with their friends.  To know that Sikhs will give thanks for a plentiful harvest and pray for a good one to come on Vaisakhi.	<b>Key skills</b> <b>Celebrations</b> To be able to explain why Christians might have a harvest festival.  To be able to describe how Christians might celebrate the harvest festival.  To be able to offer reasons for how and why the Christian celebration of harvest has changed.  To be able to explain why the importance of harvest has changed over time.  To be able to identify similarities and differences between Christian harvest celebrations and Sikh harvest celebrations.  To be able to participate in Year 5’s Harvest Festival.  To be able to explain how and why the Sikh harvest festival has changed over time.  To be able to summarise the story of Vaisakhi.  To be able to describe how Sikhs may celebrate Vaisakhi.	<b>Key knowledge</b> <b>Worship and symbols</b> To know Hindus may follow Hinduism in different ways.  To know that karma and reincarnation are central Hindu beliefs.  To know that at Mandirs, Hindu people often recite the names of Gods and Goddesses. They also offer water, fruit and flowers to the Gods.  To know that there are many Gods and Goddesses worshipped in Hinduism, all of which are carried by different animals.  To know that Hindus do not have one holy book, as in Christianity or Islam, but several sacred texts. These contain stories about deities, important figures in Hindu history and moral guidance.  To know that Hindu gods are depicted with objects which show their power and significance.  <b>Celebrations</b> To know that Holi is a Hindu festival celebrated to mark the arrival of spring.  To know the story of Holi.  To know that Hindus might celebrate Holi in lots of different ways, for reasons that connect with the Holi story.  To know that on Holi, normal rules are suspended for fun and thoughtfulness (e.g. people are allowed to throw colours at anyone).  To know that not everybody who celebrates Holi is Hindu and that Hindus encourage everybody to be involved.	<b>Key skills</b> <b>Worship and symbols</b> To be able to summarise a story from Hinduism, like Saraswati and the Peacock, explaining the messages within it.  To be able to compare Hindu worship and beliefs with other religions/non-religions.  To be able to compare the system of gods within Hinduism to that of other religions.  To be able to explain the symbolism of artistic depictions of Hindu deities.  To be able to recall at least 2 important Hindu deities and their roles: Brahma – the creator Shiva – the destroyer Vishnu – the protector.  <b>Celebrations</b> To be able to explain why Holi is significant for Hindus and others who live in India and other southeast Asian countries.  To be able to summarise the story of Holi.  To participate in a Year 5 Holi festival.  To be able to explain the origins of different Holi rituals.  To be able to consider whether Holi is the only festival where normal rules are suspended.	<b>Key knowledge</b> <b>Worship and symbols</b> To understand that a pilgrimage is a journey to a sacred place – a place that has special religious meaning.  To know that Jerusalem is a site of special importance for Jewish people as well as Christians and Muslims.  To know that Jerusalem is important to Jewish people because it is considered to be where Judaism began.  To understand that a pilgrimage is a journey to a sacred place – a place that has special religious meaning.  To know that the Bodhi tree is a site of special importance to Buddhists because this is where Buddha is believed to have meditated and reached enlightenment.  To know that a pilgrimage is a journey to a place that has special religious meaning.  To know that Makkah is a place of religious significance for Muslims because this is where Islam was founded.  To know the Kaaba is a site of special importance and the destination of Muslim Hajj (pilgrimage), the Kaaba, the House of Allah, which stands in the heart of Makkah in Saudi Arabia.  To know that most Muslims will try and make the pilgrimage to the Hajj in their life if they are well enough and have the money to do so.	<b>Key skills</b> <b>Worship and symbols</b> To be able to locate pilgrim routes and notable buildings on a map.  To be able to recall key knowledge about a religion and use this to put forward suggestions to explain common links with other religions.  To know that some practices are shared between religions e.g. pilgrimage.  To be able to explain common links between religious pilgrimages learnt about in Year 5.  To explain the significance of pilgrimage for Buddhists.  To be able to give reasons why Muslims go on Hajj and explain its importance.  To be able to explain the significance of the Kaaba and Makkah for Muslims.  To be able to identify similarities and differences between Muslim pilgrimage and pilgrimage of other religions.  To have a growing self-awareness of one’s own beliefs in relation to other religions and non-religious beliefs.
	<b>Personal reflection</b> How do you show you are thankful for things which are important to you? Is it the same or different to others (such as Sikhs and Christians)?		<b>Personal reflection</b> Are there occasions in your life where normal rules are suspended? Is the impact of this the same as in Holi or other religious festivals?		<b>Personal reflection</b> Have you ever made a special journey? Is it special for the same reasons a pilgrimage is special to Muslims/Sikhs/Jews?	

	<b>Key vocabulary (tier 2)</b> celebrate change community festival give thanks grateful harvest plentiful procession thankful	<b>Key vocabulary (tier 3)</b> Gurdwara Guru Khalsa Nagar Kirtan Vaisakhi	<b>Key vocabulary (tier 2)</b> belief/believe compare different/difference explain importance India/Indians offer site special statues story temple travel understand water world	<b>Key vocabulary (tier 3)</b> altar ancient Brahman Creator deities Destroyer followers Ganesh Ganges Goddess/god Hanuman Hinduism/Hindu holy book Kashyapa Mandir peacock pilgrimage protector Puranas recite religion/non-religions /religious reveal sacred Saraswati Shiva shrine symbolism texts Vishnu worship	<b>Key vocabulary (tier 2)</b> belief/believe buildings connections differences importance journey location/located map relate religious significance site special suggest symbolism texts worship	<b>Key vocabulary (tier 3)</b> 5 pillars of Islam Allah Amritsar Bodhi tree Buddha Buddhists constructed enlightenment God Golden Temple Guru Hajj India Islam Jerusalem Jewish/Jew/Judaism Kaaba Makkah meditated Muslim pilgrim/pilgrimage Saudi Arabia self-awareness Sikh/Sikhism Vishnu
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