



LKS2 Markland Hill RE Curriculum – Lower Key Stage 2 YEAR B

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
At Markland Hill, we follow the Bolton Agreed Syllabus for RE. This has been created for Bolton SACRE and has been approved by Bolton Council.					
RE teaching and learning should enable pupils to ...					
Knowledge and Skills	Make sense of a range of religious and nonreligious beliefs	Understand the impact and significance of religious and nonreligious beliefs	Make connections between religious and non-religious beliefs, concepts, practices and ideas studied		
End of LKS2 Outcomes	identify and describe the core beliefs and concepts studied make clear links between texts/sources of authority and the key concepts studied offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believer	make simple links between stories, teachings and concepts studied and how people live, individually and in communities describe how people show their beliefs in how they worship and in the way they live identify some differences in how people put their beliefs into action	make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live give good reasons for the views they have and the connections they make		



L2.3 What is the 'Trinity' and why is it important for Christians? Christmas Lesson Objectives (end points) Core Concepts: God, Incarnation Making sense of belief: I can recognise what a 'Gospel' is and give an example of the kinds of stories it contains I can offer suggestions about what texts about baptism and Trinity mean I can give examples of what these texts mean to some Christians today Understanding the impact: I can describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for	L2.7 What do Hindus believe God is like? Lesson Objectives (end points) Core Concepts: Brahman, Atman Making sense of belief: I can identify some Hindu deities and say how they help Hindus describe God I can make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God I can offer informed suggestions about what Hindu murtis express about God Understanding the impact: I can make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping	L2.8 What does it mean to be a Hindu in Britain today? Lesson Objectives (end points) Core Concept: Dharma Making sense of belief: I can describe how Hindus show their faith within their families in Britain today (e.g. home puja) I can describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali) I can identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India) Understanding the impact:	L2.5 Why do Christians call the day Jesus died 'Good Friday?' Lesson Objectives (end points) Core Concept: Salvation Making sense of belief: I can recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live I can offer informed suggestions about what the events of Holy Week mean to Christians I can give examples of what Christians say about the importance of the events of Holy Week Understanding the impact: I can make simple links between the Gospel accounts and how	L2.6 For Christians, what was the impact of Pentecost? Lesson Objectives (end points) Core Concept: Kingdom of God Making sense of belief: I can make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth I can offer informed suggestions about what the events of Pentecost in Acts 2 might mean I can give examples of what Pentecost means to some Christians now Understanding the impact: I can make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now	L2.11 How and why do people mark significant events of life? Lesson Objectives (end points) Making sense of belief: I can identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean I can offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today Understanding the impact: I can describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean I can make simple links between beliefs about love and commitment and how people in at
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example) and in the way they live Making connections: I can make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of my own about what Christians believe God is like Key Vocabulary: Trinity • Holy spirit • God • Incarnation • Messiah • John the Baptist • Believer's Baptism • Church • Father • Jesus • Scripture • Infant Baptism • Denomination	at a Home Shrine; celebrating Diwali) I can identify some different ways in which Hindus worship Making connections: I can raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today I can make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas Key Vocabulary: Hindu • Brahman • Deity • Namaste • Shiva • Aum • Atman • Lakshmi	I can identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean I can make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma) Making connections: I can 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, giving good reasons for my ideas Key Vocabulary: • Hindu • Puja • Ramayana • Shrine • Rama • Dharma • Deity • Mandir	Christians mark the Easter events in their communities I can describe how Christians show their beliefs about Jesus in worship in different ways Making connections: I can raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions Key Vocabulary: Salvation • Jerusalem • Resurrection • Forgiveness • Salvation • Crucifixion • Palm Sunday • Disciples • Sin • Easter • Calvary	I can describe how Christians show their beliefs about the Holy Spirit in worship Making connections: I can 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 Key Vocabulary: • Pentecost • Holy Spirit • Disciples • Lord's Prayer • Kingdom of God • Baptised • Tongues • Acts • Trinity • Apostles	least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals) I can identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism) Making connections: I can raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones I can make links between ideas of love, commitment and promises in religious and non-religious ceremonies I can give good reasons why they think ceremonies of commitment are or are not valuable today Key Vocabulary: • Significant • Journey • Baptism • Commitment
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