



Y5 End Points

- Explains reasons behind similarities and differences and connections between beliefs, practices, sources, historical events and cultural traditions.
- Explain reasons for the differences in shared values and/or responses to ultimate questions and issues, using detailed examples of beliefs, sources, historical events and cultural traditions to support their reasons.
- Show how actions, symbols and features show certain beliefs and values.
- Describes how lives may be affected, improved or challenged by belonging to a community, or by having certain beliefs and values.

Trips: Mosque & Church
Whole School Events/Multicultural Day/Visitors
 Please refer to Widening Horizons pages 54-62

<p>5</p>	<p>Autumn 1 What do we know about the Muslim faith? A/B/C/F</p> <p><i>This unit introduces Year 5 students to the core beliefs, practices, and values of Islam. Each lesson examines a different aspect of the Muslim faith, encouraging understanding and respect through inquiry, discussion, and reflection.</i></p>	<p>Autumn 2 How do inspirational leaders influence our lives? (Hinduism, Christianity, Catholicism and Islam)) A/B</p> <p><i>The unit will explore Hinduism, Christianity and Islam by examining the life and teachings of the three inspirational leaders, encouraging students to reflect on how leaders and role models shape values and inspire positive actions. Each lesson incorporates inquiry-based activities, discussion, and reflection to help students understand the principles of each religion and the influence of leaders.</i></p>	<p>Spring 1 What do people believe about death? (Buddhism) A/E</p> <p><i>This unit explores Buddhist beliefs about death, the concept of rebirth, and the cycle of samsara, with comparisons to students' own ideas and those in other traditions. Each lesson combines inquiry-based learning, reflection, and creative activities to help students understand Buddhism's perspective on life, death, and compassion for others.</i></p>	<p>Spring 2 Why is Easter important to Christians? A/F</p> <p><i>This unit explores the Christian celebration of Easter, focusing on its significance, events leading up to it, and the beliefs it represents. Through stories, discussions, and creative activities, students will engage with the concept of resurrection, salvation, and new life, and reflect on how these themes influence Christian faith and practice.</i></p>	<p>Summer 1 & 2 Why do believers go on Pilgrimage? (Judaism /multi-faith and Humanism) B/C/D/F</p> <p><i>This unit will explore the concept of pilgrimage across different beliefs, including Judaism, other world religions, and Humanism. Children will learn why people go on pilgrimages, the significance of pilgrimage locations, and how these journeys shape believers' lives. Lessons will focus on the meaning and experience of pilgrimage, discussing both religious and secular motivations.</i></p>
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<p>Key Knowledge</p>	<p>Week 1: Introduction to Islam</p> <p>Objective: To explain the significance of the Quran for Muslims. To be able to ask questions and compare ideas with those of others.</p> <p>Activities: Introduce children to the key word ‘significant’, ask children what the word significant means to them and what special objects they know that are treated with respect at home or school.</p> <p>Storytelling: Share the story of the revelation of the Quran to Prophet Muhammad. Explain that there is strict criteria when handling the Quran, due to its significance.</p> <p>Discussion: Why would some Muslims</p>	<p>Week 1 and 2: Introduction to inspirational leaders- Mahatma Gandhi</p> <p>Objective: Introduce children to Mahatma Gandhi by exploring the early life of Gandhi and the difficulties that he faced.</p> <p>Activities: Share the story of Mahatma Gandhi, focussing on his campaign for peace and equality.</p> <p>Discussion: What challenges did Gandhi face, and how did he respond to them?</p> <p>Reflection: Children draw or write about one thing that Gandhi thought was important to the world and how we should act on it.</p> <p>Outcome: Children understand Mahatma Gandhi’s early life, career, religion and the</p>	<p>Week 1 Introduction to Buddhist Beliefs About Death</p> <p>Objective: To learn about the Buddhist perspective on death, focusing on the concepts of impermanence (anicca) and the cycle of rebirth.</p> <p>Activities: How do Buddhists view death and what comes after?</p> <p>Storytelling: Share the story of the Buddha’s encounter with the Four Sights and how it led him to reflect on life and death.</p> <p>Discussion: What does it mean that life is "impermanent"? How might this idea affect how Buddhists view life and death?</p> <p>Reflection: Children write or draw what impermanence means to them.</p> <p>Outcome: Students</p>	<p>Week 1: Introduction to Easter and Holy Week</p> <p>Objective: To provide an overview of Easter, the key events of Holy Week, and its importance in the Christian calendar.</p> <p>Activities: What is Easter, and why do Christians celebrate it?</p> <p>Storytelling: Introduce Holy Week, starting with Palm Sunday, and explain how it begins the lead-up to Easter.</p> <p>Discussion: Why might Christians consider Easter important? Compare Easter to other celebrations.</p> <p>Reflection: Students draw or write what they know about Easter or what they think makes a celebration important.</p> <p>Outcome: Students understand Easter’s place in the Christian calendar</p>	<p>Weeks 1-2: What is a Pilgrimage?</p> <p>Learning Objectives: To define pilgrimage and discuss reasons why people embark on these meaningful journeys.</p> <p>To Identify well-known pilgrimage sites.</p> <p>Activities: What is pilgrimage, and why do people undertake these journeys?</p> <p>Week 1: Introduce pilgrimage and map pilgrimage sites. Class discussion on special journeys students have experienced.</p> <p>Week 2: Research activity on one pilgrimage site. Create “Pilgrimage Passports” with stamps for each location visited during the unit.</p> <p>Outcome: Students understand pilgrimage as a concept and its importance across cultures and religions.</p> <p>Weeks 3-4: Pilgrimage in Judaism – The Western Wall</p> <p>: Why do Jewish people visit the Western Wall, and what does it mean to them?</p> <p>Learning Objectives: To understand the historical and spiritual significance of the Western Wall for Jews.</p>
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	<p>want to become a hafiz (someone who memorises the Quran)? What other books are handled with respect and care?</p> <p>Reflection: Children write down significant objects that influence them.</p> <p>Outcome: Children understand the story of the Quran, and the reasons why it is significant to Muslims as well as the evidence which proves its significance.</p> <p>Week 2 The purpose of Hajj</p> <p>Objective: To be able to explain the purpose of Hajj. To compare some of the things that influence me with those that influence other people.</p>	<p>difficulties and successes he faced.</p> <p>Week 2 and 3: Inspirational leaders- Mother Teresa</p> <p>Objective: To consider what inspired Mother Teresa to help the destitute and dying in India.</p> <p>Activities: Children discuss who they think Mother Teresa was, and why she was an inspirational leader. Children then watch a video on Mother Teresa and make notes of key dates and events.</p> <p>Reflection: Students discuss how they might be inspired to behave when they see poverty.</p> <p>Outcome: Children learn about Mother Teresa's work to help the destitute and dying in India, and how she was an inspirational leader for Catholicism.</p>	<p>understand the Buddhist idea of impermanence and begin to explore how this shapes beliefs about death.</p> <p>Lesson 2: The Cycle of Samsara and Rebirth</p> <p>Objective: To explain the Buddhist concept of samsara (the cycle of life, death, and rebirth) and how Buddhists believe we are reborn based on karma.</p> <p>Activities: What do Buddhists believe happens after we die? Introduce samsara and explain how karma influences rebirth.</p> <p>Activity: Students create a simple diagram to illustrate samsara, including the stages of life, death, and rebirth.</p> <p>Discussion: What is karma? How might it influence a person's actions during their life?</p> <p>Outcome: Students</p>	<p>and why it is a significant time for Christians.</p> <p>Lesson 2: Palm Sunday and the Last Supper</p> <p>Objective: To Explore the events of Palm Sunday and the Last Supper, emphasising Jesus' teachings of love and service.</p> <p>Activities: What happened during the Last Supper, and why is it important to Christians?</p> <p>Storytelling: Describe Palm Sunday and how Jesus entered Jerusalem, followed by the story of the Last Supper.</p> <p>Group Activity: Role-play the Last Supper scene, discussing the meaning of the bread and wine.</p> <p>Reflection: Children write a "thank you" note reflecting on the idea of love and friendship.</p> <p>Outcome: Children</p>	<p>To reflect on personal thoughts through a symbolic wall activity.</p> <p>Activities:</p> <p>Week 3: Introduce the Western Wall, show video or images, and discuss its history. In Judaism, there are 3 specific pilgrimages: Pesach, Shavot and Sukkot.</p> <p>Week 4: Write personal "wishes" or "prayers" to place on a "class wall" as a creative reflection.</p> <p>Outcome: Children appreciate the role of the Western Wall in Jewish faith and connect with the idea of personal reflection.</p> <p>Weeks 5-6: The Hajj in Islam</p> <p>: What is the Hajj, and why is it important to Muslims?</p> <p>Learning Objectives: To learn about the Hajj, its rituals, and its significance.</p> <p>To Understand the transformative effect the Hajj has on Muslims' lives.</p> <p>Activities: Week 5: Explain the stages of the Hajj and map out its key locations.</p> <p>Week 6: Design a "Pilgrimage Journey Map" poster, with each group assigned a stage of the Hajj to present.</p>
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	<p>Activities: Using post-it notes, children write down an important place, where it is, why it is important.</p> <p>Storytelling: Children watch a video on the origin of Hajj and the steps needed to perform Hajj.</p> <p>Discussion: What is the history behind Safa and Marwa? Is Hajj mentioned in the Quran? What must Muslims do to prepare for Hajj?</p> <p>Outcome: Children develop an understanding of the history of Hajj and the various steps involved when performing Hajj. Children understand the significance of Hajj as a duty for Muslims.</p> <p>Week 3 To consolidate learning on the topic, Islam,</p>	<p>Week 3 and 4: Inspirational leaders- Prophet Muhammad</p> <p>What makes the Prophet Muhammad an inspirational leader for Muslims?</p> <p>Objective: Learn about the Prophet Muhammad and understand how the Prophet's teachings support that he was a good leader.</p> <p>Activities: Introduce the story of Prophet Muhammad, read through three stories and teachings of the Prophet and discuss the moral of these stories.</p> <p>Group activity: Children complete the cause and effect frame to show how the Prophet was a good leader.</p> <p>Reflective activity: Students discuss someone that they</p>	<p>understand samsara and the impact of karma on Buddhist beliefs about death and rebirth.</p> <p>Week 3: Karma and Its Role in Rebirth</p> <p>Objective: To deepen understanding of karma as a guiding principle in Buddhism and how it influences future lives.</p> <p>Activities:How does karma influence what happens after death in Buddhism? Explore examples of positive and negative actions and discuss how these might generate good or bad karma.</p> <p>Group activity: In small groups, students come up with a few "karma scenarios," showing how different actions could affect future rebirth.</p> <p>Reflection: Children write about a time they did something kind and reflect on how good actions might affect</p>	<p>understand Palm Sunday and the Last Supper's significance and how Jesus shared love and friendship with his followers.</p> <p>Week 3: The Events of Good Friday</p> <p>Objective: Introduce the events of Good Friday, focusing on the themes of sacrifice and forgiveness.</p> <p>Activities:What happened on Good Friday, and what does it mean for Christians?</p> <p>Storytelling: Explain the events of Good Friday, focusing on Jesus' sacrifice and forgiveness.</p> <p>Discussion: Discuss the concepts of sacrifice and forgiveness—what they mean and why they might be important.</p> <p>Creative Activity: Students create a "forgiveness cross" by writing words of kindness</p>	<p>Outcome: Students comprehend the journey and meaning of the Hajj, connecting it to the themes of sacrifice, community, and faith.</p> <p>Weeks 7-8: Pilgrimage in Christianity – Visiting Lourdes</p> <p>: What draws Christians to pilgrimage sites like Lourdes?</p> <p>Learning Objectives: To explore Lourdes as a pilgrimage site and understand why Christians visit it for healing and spiritual renewal.</p> <p>Discuss the significance of physical and spiritual healing.</p> <p>Activities:</p> <p>Week 7: Introduce Lourdes through video or stories of pilgrims and children make notes on location, rituals and atmosphere.</p> <p>Week 8: Creative Reflection: Write a story or journal entry as if the students were visiting Lourdes. Consider the purpose and outcome of the journey.</p> <p>Outcome: Children recognise pilgrimage as a means of spiritual renewal and healing in Christianity.</p> <p>Weeks 9-10: Secular Pilgrimages and Humanism</p>
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	<p>children will create an information poster. This will include key topics children have covered, such as the Quran, significance of Hajj and the Prophet Muhammad.</p>	<p>respect in their life, and how this impacts them.</p> <p>Outcome: Children understand the stories of the Prophet Muhammad which prove that he was an inspirational leader.</p> <p>Lesson 5 and 6: Reflecting on Leadership and Inspiration</p> <p>Objective: To reflect on the qualities of inspirational leaders, considering how the Inspirational leaders' teachings can influence their own lives.</p> <p>Activities: What makes a leader inspirational, and how can we be inspired by their teachings? Recap: Review key teachings and qualities of the inspirational leaders,, discussing what makes them inspirational figures.</p>	<p>others.</p> <p>Outcome: Children understand the Buddhist belief that karma influences rebirth and recognize the emphasis on compassionate action.</p> <p>Week 4: Buddhist Funeral Rites and Honouring the Dead</p> <p>Objective: To learn about Buddhist funeral rites and how they reflect beliefs about death, rebirth, and compassion.</p> <p>Activities: How do Buddhists honor those who have passed away? Explain traditional Buddhist funeral practices, such as chanting, meditation, and the dedication of merit.</p> <p>Compare with students' own experiences or other traditions they know of.</p> <p>Activity: Children create a simple reflective card</p>	<p>or forgiveness on a paper cross.</p> <p>Outcome: Children understand the events of Good Friday and how it symbolizes forgiveness and sacrifice in the Christian faith.</p> <p>Lesson 4: Easter Sunday – The Resurrection</p> <p>Objective: Explore Easter Sunday and the resurrection of Jesus, discussing its significance as a symbol of hope and new life.</p> <p>Activities:What is the resurrection, and why is it central to Easter?</p> <p>Storytelling: Share the story of Easter Sunday and Jesus' resurrection.</p> <p>Activity: Children make a "new life" collage with symbols of hope, renewal, and new beginnings.</p> <p>Reflection: How does the idea of new life make</p>	<p>: Can you go on a pilgrimage without following a religion?</p> <p>Learning Objectives To Understand that people can go on meaningful journeys for personal or cultural reasons, even without religious motivation.</p> <p>To compare and contrast secular and religious pilgrimages.</p> <p>Activities:</p> <p>Week 9: Discuss secular pilgrimage sites, like the Camino de Santiago or Martin Luther King Jr.'s birthplace. Introduce the concept of Humanism and its approach to personal journeys.</p> <p>Week 10: Project: Design a "personal pilgrimage." Students choose a place they would visit for inspiration or reflection and share their choice with the class.</p> <p>Outcome: Students appreciate that pilgrimage can be a journey of personal significance, motivated by various beliefs and values.</p> <p>Weeks 11-12: Reflection and Sharing – What Pilgrimage Means to Us</p> <p>How do these journeys affect believers' lives, and what might a pilgrimage mean to us?</p>
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			<p>Final project: Children create a “life lesson” poster, incorporating ideas about kindness, compassion, and mindfulness from Buddhist teachings.</p> <p>Sharing: children present their posters and share which aspects of Buddhism they found most meaningful.</p> <p>Outcome: Children reflect on Buddhist beliefs about death and apply the principles of compassion and mindfulness in their own lives.</p>	<p>recognise key symbols of Easter and understand their deeper meanings in the Christian context.</p> <p>Week 6: Reflecting on Easter’s Meaning Today</p> <p>Objective: To reflect on how Easter’s themes of hope, forgiveness, and new life are relevant in Christian lives today.</p> <p>Activities:How does Easter influence the lives of Christians today? Group Discussion: How might the themes of Easter influence the choices Christians make?</p> <p>Creative Project: Students write a short reflection or create an artwork about hope, forgiveness, or new beginnings inspired by the Easter story.</p> <p>Sharing: Students present their reflections or artwork, discussing how they can apply these ideas in their own lives.</p>	
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				Outcome: Students reflect on Easter's messages and understand how its themes impact Christian values and actions.	
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