



Religious Education Year 6 Long Term Plan

Themes (Number of weeks/Term)	Autumn 1 Life Journey: Hinduism 6 weeks	Autumn 2 Life Journey: Islam 6 weeks	Spring 1 Life Journey: Christianity 6 weeks	Spring 2: Life Journey: Christianity 6 weeks	Summer 1 Do you have to believe in God to be good? 6 weeks	Summer 2 Do you have to believe in God to be good? 6 weeks
NC Content/Coverage	Main beliefs of Hinduism Birth Marriage Death	Main beliefs of Islam Birth Marriage Death	Main Christian beliefs Creation Birth Confirmation	Christianity Marriage Death Rites of passage	Buddhist beliefs	Humanist beliefs
Substantive Knowledge/skills	- I can identify and explain what the core beliefs of Hinduism are. - I can explain what happens when a Hindu baby is born. - I can explain how Hindus celebrate marriage. - I can explain how Hindus celebrate death (antyeshti). - I can recap the Hindu rites of passage.	- I can identify and explain what the main beliefs of Islam are. - I can explain how Muslims celebrate the birth of a baby. - I can explain how Muslims celebrate marriage. - I can explain how Muslims mark death. - I can explain what the value of religion and rite of passage are.	- I can identify and explain what the main beliefs of Christianity are. - I can explain what Christians believe about Creation. - I can explain how Christians celebrate the birth of a baby. - I can explain what confirmation is.	- I can explain how Christians celebrate marriage. - I can explain how Christians mark death. - I can recall the Christian rites of passage.	- I can explain what it means to be good. - I can explain what the key Buddhist beliefs are. - I can explain how Buddhist beliefs impact on the way they live.	- I can explain what the key humanist beliefs are. - I can explain how humanist beliefs impact on the way they live. - I can answer the question: Do you have to believe in God to be good?
Disciplinary Knowledge/Skills Believing: Making Sense of The Text Living: Understanding The Impact Thinking: Making Connections	Believing: - I can recall and explain the core beliefs of Hinduism. Living: - I have begun to make connections between what Hindus believe and how they live. Thinking:	Believing: - I can recall and explain the core beliefs of Islam. Living: - I have begun to make connections between what Muslims believe and how they live. Thinking:	Believing: - I can recall and explain the core beliefs of Christianity. - I can describe how Christians use 'The Creation Story' (Genesis) to make sense of how the world came into being. Living:	Believing: - I can recall and explain the core beliefs of Christianity. Living: - I can make clear connections between what Christians believe and how they live. Thinking:	Believing: - I can recall and explain the core beliefs of Buddhism. Living: - I can make clear connections between what Buddhists believe and how they live. Thinking:	Believing: - I can identify and explain the core beliefs of Humanism. Living: - I can make clear connections between what Humanists believe and how they live.



	• I have begun to show a clear process of reasoning for the views that I and others have and the connections they make.	• I have begun to show a clear process of reasoning for the views that I and others have and the connections they make.	• I can make clear connections between what Christians believe and how they live. • I have begun to analyse evidence and examples. Thinking: • I have begun to show a clear process of reasoning for the views that I and others have and the connections they make. • I can confidently identify some different types of evidence Christians use to support their process of reasoning. • I have begun to weigh up the strengths and weaknesses of different types of evidence.	• I have begun to show a clear process of reasoning for the views that I and others have and the connections they make.	• I have begun to show a clear process of reasoning for the views that I and others have and the connections they make. • I can confidently identify some different types of evidence Buddhists use to support their process of reasoning. • I have begun to weigh up the strengths and weaknesses of different types of evidence.	Thinking: • I have begun to show a clear process of reasoning for the views that I and others have and the connections they make. • I can confidently identify some different types of evidence Humanists use to support their process of reasoning. • I have begun to weigh up the strengths and weaknesses of different types of evidence.
Key vocabulary	Birth, Marriage, Death, Namakarana, Vivaha, Antyeshti, Rites of passage	Birth, Marriage, Death, Rites of passage, Aqiqah, Nikah, Janazah	Creation, Baptism, Christening, Confirmation	Marriage, Wedding, Death, Funeral, Rites of passage	Good. Buddhism, Eightfold Path, The Four Noble Truths	Humanism
Additional/ Cross Curricular and Continuous Opportunities	In PSHE, the pupils will explore family, community and responsibilities. They will also reflect on values such as respect, duty and care for others.	In PSHE, learners will discuss life stages, family roles, responsibility and community support. The pupils will use their Art and Design skills to create celebration cards for Aqiqah.	In PSHE, the pupils will explore life stages, responsibilities, moral living and community support. The learners will use their literacy skills to read Bible stories.	In PSHE, the learners will discuss commitment, responsibilities in marriage, grieving and community support. The pupils will use their literacy skills to read	In PSHE, the pupils will discuss what it means to be good, ethics, compassion, empathy and responsibility. Continuous Opportunities	In PSHE, the learners will discuss ethics, moral choices, empathy and responsibility. They will also use their literacy skills to read ethical dilemmas and use their debating skills.



	The children will use their Art and Design skills to design wedding/birth invitation cards inspired by Hindu traditions. Continuous Opportunities ○ Beliefs and Rites: Sorting cards or mind maps of key Hindu beliefs and rites of passage. ○ Birth, Marriage and Death: Create visual guides, posters, or storyboards showing how Hindus celebrate birth, marriage, and death (antyeshti). ○ Role-Play and Reflection: Act out ceremonies or rituals; reflection corners to explain meanings and significance. ○ Rites of Passage Recap: Discussion boards or journals to summarise key stages and their importance. ○ Cross-Curricular and Independent Learning: Art or craft projects (e.g., celebration symbols), ICT presentations, learning journals. ○ Self-Assessment and Questioning: Pupils track understanding	Continuous Opportunities ○ Beliefs and Rites: Sorting cards or mind maps of key Islamic beliefs and rites of passage. ○ Birth, Marriage and Death: Visual guides, posters, or storyboards showing how Muslims mark key life events. ○ Reflection and Meaning: Discussion prompts and journals explaining the meaning and value of rites of passage. ○ Role-Play and Enquiry: Role-play ceremonies; question prompts to explore significance and beliefs. ○ Independent Learning: ICT research tasks, learning journals, collaborative displays. ○ Self-Assessment: Progress checklists and question boxes to support reflection and next steps.	Continuous Opportunities ○ Beliefs and Creation: Sorting cards or mind maps of key Christian beliefs; storyboards of the Creation story. ○ Birth and Confirmation: Visual guides, posters, or role-play of baby blessings, baptisms and confirmation ceremonies. ○ Reflection and Meaning: Journals or discussion corners explaining the significance and values behind rites of passage. ○ Role-Play and Enquiry: Act out ceremonies or create short scripts; discussion prompts to explore beliefs and practices. ○ Independent Learning: ICT research tasks, collaborative displays and learning journals. ○ Self-Assessment: Checklists, question boxes, and reflection boards to	funeral eulogies or wedding readings. Continuous Opportunities ○ Marriage and Death: Create visual guides, storyboards, or posters showing Christian wedding and funeral practices. ○ Rites of Passage Recap: Sorting activities or discussion boards to review and summarise key stages of Christian life events. ○ Reflection and Meaning: Journals or reflection corners to explain the significance of each rite and its impact on believers. ○ Role-Play and Enquiry: Act out ceremonies, create scripts or discuss moral and spiritual lessons. ○ Independent Learning: ICT research tasks, collaborative displays, learning journals. ○ Self-Assessment: Progress checklists and question boxes to track understanding and encourage curiosity.	○ Being Good and Key Beliefs: Sorting cards or mind maps of Buddhist beliefs and moral principles (e.g., the Eightfold Path, karma). ○ Beliefs in Action: Create posters, storyboards, or role-play scenarios showing how Buddhists live according to their beliefs. ○ Reflection and Meaning: Journals or discussion corners to explore what it means to be good and how beliefs guide behaviour. ○ Comparison and Enquiry: Compare Buddhist values with other religions or worldviews; discussion boards or Venn diagrams. ○ Independent Learning: ICT research tasks, collaborative displays, learning journals. ○ Self-Assessment: Checklists, reflection boards and question boxes to track understanding and encourage curiosity.	Continuous Opportunities ○ Key Beliefs: Sorting cards or mind maps of humanist beliefs and values (e.g., ethics, responsibility, respect for others). ○ Beliefs in Action: Create posters, storyboards or role-play scenarios showing how humanists live according to their beliefs. ○ Reflection and Moral Questions: Journals or discussion corners to explore moral questions, including "Do you have to believe in God to be good?" ○ Comparison and Enquiry: Compare humanist values with religious beliefs; discussion boards or Venn diagrams. ○ Independent Learning: ICT research tasks, collaborative displays, learning journals. ○ Self-Assessment: Checklists, reflection boards and question boxes to track
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	using self-assessment boards; question boxes to explore curiosities.		track understanding and progress.			understanding and encourage curiosity.
	• Retrieval practice through regular quizzing and opportunities to ask children questions in assemblies etc. • Where religious festivals are celebrated, opportunities should be taken to ask children to recall prior knowledge and apply this to the current context. • Pupils will be encouraged to share their own experiences and religious beliefs. • Where significant people are studied across the curriculum, opportunities will be taken to discuss their religion where relevant.					
Commentary: Why are we teaching what we are teaching, in the order we are teaching it? What does each unit build on/prepare children for? How are resources and skills changing over time?	This first unit builds on pupils' prior learning of Hindu beliefs from Years 3–5, moving from knowledge acquisition to exploring how these beliefs are expressed in key life events. Pupils will examine Hindu rituals surrounding birth, marriage and death, and recap the rites of passage, linking practice with belief in a more reflective and detailed way. Revisiting the Hindu core beliefs in the context of rites of passage allows pupils to see beliefs in action, deepening their understanding. E.g., concepts like karma or dharma are no longer abstract ideas but are shown through ceremonies and life milestones. By focusing on birth, marriage and death rituals, pupils explore the	This unit builds on pupils' prior learning of Islam from earlier years, moving beyond basic beliefs to explore how these beliefs are expressed through key life events. Pupils examine Islamic rituals and reflect on the broader value and purpose of religious rites of passage. Pupils have studied Islam in previous years, including the Five Pillars, key beliefs about Allah, the Prophet Muhammad, and central Islamic practices. Revisiting Islam through the lens of rites of passage allows pupils to apply prior knowledge in real-life contexts, showing how beliefs shape daily life and important milestones. Exploring birth, marriage and death rituals (such as the Adhan at birth, Nikah	Pupils have explored core Christian beliefs across Years 3–5, including the nature of God, Jesus' life, and key teachings of the Bible. This unit consolidates that knowledge while extending it to specific rites of passage, helping pupils see how beliefs influence Christian life from birth through adolescence. Examining Christian rituals, such as baptism and Confirmation, demonstrates how faith is expressed through action and ceremony. Understanding the Christian perspective on Creation alongside these life events reinforces the idea that beliefs are not abstract but shape moral values, community life and personal identity. Revisiting familiar concepts like Creation and baptism in a new,	This unit focuses on Christian life events in later stages, exploring marriage and death and providing a recap of all Christian rites of passage. Pupils examine how beliefs influence these ceremonies and reflect on their meaning, consolidating prior learning from earlier units and previous years. Pupils have previously studied core Christian beliefs, Creation, baptism and Confirmation. This unit extends their understanding to later life events, showing how faith continues to shape life decisions and communal practices. Revisiting rites of passage ensures pupils can connect all stages of life within the Christian faith. Examining Christian marriage ceremonies and funeral rites demonstrates how faith	Unlike previous units, pupils have not studied Buddhism before. Introducing it at this stage broadens pupils' religious literacy, allowing them to encounter a faith less familiar in the UK context. This supports aim of providing exposure to diverse world religions and fostering understanding of different worldviews. Starting with the question "<i>What does it mean to be good?</i>" provides a relatable, reflective entry point for pupils. By linking morality to religious teaching, pupils are encouraged to think about universal ethical questions, bridging the gap between abstract belief and practical living. Pupils learn about core Buddhist concepts such as the Four Noble Truths,	Pupils have not studied Humanism in detail before, so this unit broadens their understanding of diverse belief systems. It complements prior learning about religions and develops pupils' awareness that ethical and moral guidance can come from non-religious perspectives as well. By exploring key Humanist beliefs—such as valuing reason, empathy, fairness, and responsibility—pupils learn how these principles guide everyday life. This helps them connect belief to practice, a central theme across all RE units. The question "<i>Do you have to believe in God to be good?</i>" encourages pupils to reflect on ethics, morality and the basis of good behaviour. This promotes higher-



	practical and social aspects of Hinduism. They learn that religion is not just a set of beliefs but also a lived experience that shapes personal and community life. This helps pupils understand religion as dynamic, meaningful and relevant to real-world experiences. Exploring rites of passage encourages pupils to reflect on universal human experiences such as birth, commitment and loss. They can draw parallels with their own lives or other faiths, fostering empathy, moral reasoning and spiritual awareness. Recapping Hindu rites of passage ensures continuity across Key Stage 2. Revisiting familiar content in a new context supports memory retention, encourages deeper conceptual connections and gives pupils confidence in applying prior knowledge. Placing this unit at the start of Year 6 allows pupils to consolidate their understanding of Hinduism before moving	ceremonies and funeral rites) highlights how Islamic beliefs inform practical and communal life. Pupils learn that religion is not only about belief but also about actions, moral values, and traditions that structure life and mark transitions. By explicitly considering the value of religion and rites of passage, pupils are encouraged to think critically about why people mark significant life events. This encourages moral and spiritual reflection, empathy and a deeper understanding of human experience. Positioning this unit in the first term of Year 6 allows pupils to compare and contrast religious practices across faiths, building a foundation for later units on ethics, diversity and interfaith understanding. It also provides opportunities for higher-order thinking, such as evaluating the purpose of ritual and reflecting on personal and societal significance. At KS3, pupils deepen their understanding of	applied context consolidates prior learning, promotes retention and allows pupils to articulate their understanding confidently. Placing this unit at the beginning of Year 6 enables pupils to compare Christian rites with those of other religions studied earlier in the year, supporting interfaith awareness, critical thinking and reflective skills. It also prepares pupils for more abstract discussions about values, ethics and belief later in the Key Stage. At KS3, pupils extend their understanding of Christian beliefs by exploring different theological interpretations, including varied views on Creation and commitment to faith. They examine how rites such as baptism and confirmation express belief, identity and belonging within diverse Christian traditions, developing more analytical and evaluative skills.	is expressed through rituals, symbolism and moral guidance. Pupils see that Christian beliefs inform life choices, community responsibilities and ways of marking significant life events. Considering marriage and death rituals encourages pupils to reflect on why religion matters, both personally and socially. Recapping Christian rites of passage across the life stages reinforces prior learning, strengthens memory and allows pupils to articulate a holistic understanding of Christian life events. This also prepares them to make informed comparisons with rites of passage in other religions. Placing this unit after earlier Christian units ensures pupils have the knowledge to understand the full lifecycle of Christian practice, from birth to death. It also positions them well for later comparative work across religions, enhancing higher-order thinking and reflection. At KS3, pupils explore	the Eightfold Path, karma and mindfulness. This gives a clear framework for understanding how Buddhists view life, suffering and moral choices, laying a foundation for more complex study in future years. Emphasising how Buddhist beliefs influence actions—such as compassion, meditation, and ethical behaviour—demonstrates the connection between belief and practice, a recurring theme across the RE curriculum. Pupils learn that religion is lived, not just studied. Placing Buddhism in Year 6 after Hinduism, Islam and Christianity allows pupils to compare a new faith with others they already know, supporting reflective thinking and interfaith understanding. Starting with ethical teaching ensures pupils can engage meaningfully even without prior knowledge of rituals or historical context. At KS3, pupils build on this introduction to Buddhism by exploring the diversity of beliefs	order thinking, discussion and moral reasoning. Positioned after units on world religions, this unit allows pupils to compare religious and non-religious worldviews, seeing similarities and differences in how beliefs influence actions and life choices. This enhances empathy, cultural awareness and critical thinking. As the final unit in Year 6, it provides a natural conclusion to the key stage by synthesising prior learning about beliefs, rites of passage and moral principles. It prepares pupils for more complex ethical and philosophical discussions in secondary school. At KS3, pupils extend their understanding of Humanism by exploring its key principles and how these guide ethical decision-making and daily life. They critically evaluate questions about morality and goodness, including whether belief in God is necessary to live ethically, developing reflective and analytical skills alongside their
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	on to more complex themes, such as ethical dilemmas or interfaith comparisons. This sequencing supports both knowledge development and higher-order thinking skills. At KS3, pupils build on this foundational understanding of Hindu beliefs and rites of passage by exploring Hinduism in greater depth, including the diversity within Hindu practice and belief. They develop more sophisticated analysis of how beliefs influence personal identity, ethical decision-making and responses to life events in different cultural contexts.	Islamic belief and practice by exploring diversity within Islam and examining how beliefs influence ethical choices, identity, and community life. They engage more critically with the purpose and value of religion and rites of passage, considering how these practices respond to life's challenges and shape meaning in both religious and wider societal contexts.		Christian marriage and funeral rites in greater depth, considering how these ceremonies express belief, values and community identity across different denominations. They analyse the significance of rites of passage within Christianity and reflect critically on how beliefs shape responses to key life events.	and practices across different Buddhist traditions. They analyse how core teachings influence ethical decision-making, daily life and responses to challenges, developing more critical and reflective understanding of religion in context.	understanding of non-religious worldviews.
Adaptations for LA pupils	• Pre-teach and revisit key vocabulary using visuals, artefacts and word mats. • Use photos, videos and story-based resources to support understanding of rites of passage. • Break learning into small steps with clear sequencing and regular recap opportunities.	• Pre-teach and revisit key Islamic vocabulary using visuals, artefacts and word mats. • Use photographs, videos and story-based resources to support understanding of beliefs and rites of passage. • Break learning into small steps with	• Pre-teach and revisit key Christian vocabulary using visuals, artefacts and word mats. • Use photographs, videos and Bible stories to support understanding of beliefs and practices. • Break learning into small steps with clear modelling,	• Pre-teach and revisit key Christian vocabulary using visuals, artefacts and word mats. • Use photographs, videos and story-based resources to support understanding of rites of passage. • Break learning into small steps with clear modelling,	• Pre-teach and revisit key Buddhist vocabulary using visuals, stories and word mats. • Use photographs, videos and story-based examples to support understanding of beliefs. • Break learning into small steps with clear modelling,	• Pre-teach and revisit key Humanist vocabulary using visuals, scenarios and word mats. • Use real-life examples and stories to support understanding of beliefs and values. • Break learning into small steps with clear modelling,



	• Provide sentence stems, writing frames and word banks to scaffold explanations. • Encourage talk partner discussion and adult support before independent work. • Use sequencing activities (e.g. ordering stages of birth, marriage and death rituals). • Allow alternative recording methods such as drawing, labelling or oral explanation.	• Provide sentence stems, writing frames and word banks to scaffold explanations. • Encourage talk partner discussion and adult support before independent work. • Use sequencing and sorting activities to explore key life events (birth, marriage, death). • Allow alternative recording methods such as drawing, labelling, matching or oral explanations.	• Provide sentence stems, writing frames and word banks to scaffold explanations. • Encourage talk partner discussion and adult support before independent work. • Use sequencing and sorting activities to explore key beliefs and life events (e.g. Creation, birth, confirmation). • Allow alternative recording methods such as drawing, labelling, matching or oral explanations.	• Provide sentence stems, writing frames and word banks to scaffold explanations. • Encourage talk partner discussion and adult support before independent work. • Use sequencing and sorting activities to explore key life events (birth, marriage, death). • Allow alternative recording methods such as drawing, labelling, matching or oral explanations.	• Provide sentence stems, writing frames and word banks to scaffold explanations. • Encourage talk partner discussion and adult support before independent work. • Use real-life scenarios and simple examples to explore ideas of “being good” and how beliefs affect behaviour. • Allow alternative recording methods such as drawing, labelling, matching or oral explanations.	• Provide sentence stems, writing frames and word banks to scaffold explanations and arguments. • Encourage talk partner discussion and adult support before independent work. • Use sorting and scenario-based activities to explore ideas of right and wrong and how people make moral choices. • Allow alternative recording methods such as drawing, labelling, matching or oral explanations.
	○ Visuals or storyboards to support pupils with their explanations. ○ Sentence stems and writing frames to support explanations and written work. ○ Provide opportunities for talk-based learning (paired discussion, role play, guided questions) before writing. ○ Accessible formats (labelling pictures, simple captions, oral explanations, or matching tasks) for the recording of understanding:. ○ Revisit key vocabulary through repetition and retrieval practice. ○ Use visual aids (photos, diagrams, storyboards, short video clips) to support understanding.					
Adaptations for GD pupils	• Encourage comparison and evaluation of similarities and differences between	• Encourage pupils to explain the <i>significance and meaning</i> behind Islamic beliefs and	• Encourage pupils to explain the <i>meaning and significance</i> behind Christian beliefs and	• Encourage pupils to explain the <i>meaning and symbolism</i> behind Christian rites of	• Encourage pupils to explain and justify what “being good” means, considering different viewpoints	• Encourage pupils to evaluate and compare Humanist beliefs with religious worldviews, giving



	Hindu rites of passage and those in other religions or cultures. - Extend learning by asking pupils to explain the <i>significance</i> and <i>symbolism</i> behind rituals, not just describe them. - Use higher-order questioning (e.g. "Why might this ritual be important to Hindus?" "What does this show about their beliefs?"). - Ask pupils to make links between core beliefs (karma, dharma, samsara, moksha) and life events such as birth, marriage and death. - Provide opportunities for independent research into Hindu ceremonies and customs. - Challenge pupils to consider different interpretations or variations of practice	practices, not just describe them. - Use higher-order questioning (e.g. "Why is this important to Muslims?" "How does this link to belief in Allah?"). - Challenge pupils to make clear links between beliefs (e.g. tawhid, prophethood) and life events such as birth, marriage and death. - Compare and contrast Islamic rites of passage with those in other religions or cultures. - Explore diversity within Islam, recognising that practices may vary between communities. - Encourage use of precise religious vocabulary and justification of ideas using evidence. - Provide opportunities for independent research into Islamic	practices, not just describe them. - Use higher-order questioning (e.g. "Why is this belief important to Christians?" "How does this influence the way Christians live?"). - Challenge pupils to make clear links between beliefs (e.g. God as Creator, stewardship) and actions or celebrations. - Compare Christian beliefs and practices with those of other religions or non-religious worldviews. - Explore different Christian denominations and how practices may vary. - Encourage pupils to justify answers using evidence from teachings, stories or scripture. - Provide opportunities for independent research into	passage, not just describe them. - Use higher-order questioning (e.g. "Why is this ceremony important to Christians?" "What beliefs does this reflect?"). - Challenge pupils to make clear links between beliefs (e.g. resurrection, eternal life, love) and practices such as marriage and funerals. - Compare Christian rites of passage with those in other religions or worldviews, identifying similarities and differences. - Explore differences in practice across Christian denominations. - Encourage pupils to use precise religious vocabulary and justify their explanations with evidence. - Provide opportunities for	(e.g. Buddhist and non-religious perspectives). - Use higher-order questioning (e.g. "Is being good the same for everyone?" "How do Buddhist teachings shape moral choices?"). - Challenge pupils to make clear links between key Buddhist beliefs (e.g. karma, compassion, enlightenment) and everyday actions. - Explore similarities and differences between Buddhist ideas and those from other religions or worldviews. - Encourage pupils to evaluate the impact of beliefs on behaviour, considering both positive and challenging situations. - Provide opportunities for independent enquiry into Buddhist teachings,	clear reasons for similarities and differences. - Use higher-order questioning (e.g. "What makes a good life?" "Can morality exist without religion?" "How do Humanists justify their views?"). - Challenge pupils to explain and justify how Humanist beliefs influence decisions and behaviour in real-life scenarios. - Explore and critically discuss different viewpoints on morality from religious and non-religious perspectives. - Encourage structured argument in response to the key question, using evidence and reasoning to support ideas. - Provide opportunities for independent research into Humanist thinkers,
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	within Hindu communities. Encourage pupils to use precise religious vocabulary when explaining and justifying ideas.	ceremonies and traditions.	Christian rites of passage and beliefs.	independent research into Christian ceremonies and traditions.	stories and examples. Expect pupils to use precise religious vocabulary and support their explanations with reasoning and evidence.	organisations, or campaigns. Expect pupils to use precise vocabulary and develop balanced, reasoned conclusions.
Resources/approaches	Rosenshine's Principles - BBC Bitesize (KS2 RE – Hinduism) – clear explanations of core beliefs, rites of passage, and ceremonies for birth, marriage and death. - RE Today – lesson plans and pupil-friendly resources on Hindu beliefs and lifecycle rituals. - BBC Teach – videos showing Hindu birth, wedding, and funeral ceremonies, and community practices. - Oak National Academy – ready-made KS2 Hinduism lessons and recap materials. - Visuals/artefacts (images of home shrines, murtis, wedding items, cremation rituals, virtual temple tours) –	Rosenshine's Principles - BBC Bitesize (KS2 RE – Islam) – explanations of key beliefs, the Five Pillars, and lifecycle rites including birth, marriage and death. - RE Today – lesson plans and pupil-friendly resources exploring Islamic beliefs, practices and the value of rites of passage. - BBC Teach – videos showing Muslim ceremonies and how beliefs are expressed in daily life and important life events. - Oak National Academy – ready-made KS2 Islam lessons and recap materials. - Visuals/artefacts (prayer mats, Qur'an images, mosque visits/virtual tours, baby naming and	Rosenshine's Principles - BBC Bitesize (KS2 RE – Christianity) – clear explanations of Christian beliefs, Creation, baptism and confirmation. - RE Today – lesson plans and pupil-friendly resources on Christian beliefs and rites of passage. - BBC Teach – videos showing baptism, confirmation and how Christian beliefs are expressed in practice. - Oak National Academy – ready-made KS2 Christianity lessons and recap materials. - Visuals/artefacts (Bible extracts, baptismal items, church images) – to support understanding of key beliefs and ceremonies.	Rosenshine's Principles - BBC Bitesize (KS2 RE – Christianity) – explanations of Christian marriage, funerals and rites of passage. - RE Today – lesson plans and pupil-friendly resources on Christian ceremonies and lifecycle events. - BBC Teach – videos showing Christian weddings, funerals and ritual practices. - Oak National Academy – ready-made KS2 lessons and recap materials on rites of passage. - Visuals/artefacts (church interiors, wedding and funeral items, ritual objects) – to support understanding of	Rosenshine's Principles - BBC Bitesize (KS2 RE – Buddhism) – explanations of Buddhist beliefs, ethics and daily practice. - RE Today – lesson plans and pupil-friendly resources on Buddhist teachings, morality, and lifestyle. - BBC Teach – videos illustrating Buddhist practices, meditation and ethical living. - Oak National Academy – ready-made KS2 Buddhism lessons and recap materials. - Visuals/artefacts (images of statues, meditation spaces, symbols like the Dharma wheel) – to support understanding of Buddhist beliefs in practice.	Rosenshine's Principles - BBC Bitesize (KS2 RE – Humanism) – explanations of Humanist beliefs, values and ethical living. - RE Today – lesson plans and pupil-friendly resources exploring Humanist principles and morality without religion. - BBC Teach – videos showing Humanist perspectives on ethical choices, everyday life and moral dilemmas. - Oak National Academy – ready-made KS2 Humanism lessons and recap materials. - Visuals/artefacts (images of Humanist symbols, ethical scenario examples, discussion prompts) – to support understanding of belief



	to support understanding of rites of passage in context.	marriage items) – to support understanding of belief in practice and cultural context.		ceremonies and their significance.		in practice and reflection on morality.
Career links	RE Teacher Cultural Advisor Funeral Director Wedding Planner Midwife Museum Curator	RE Teacher Cultural Advisor Funeral Director Wedding Planner Midwife Community and Social Worker	RE Teacher Church Minister Midwife Wedding Planner Community and Social Worker Museum Curator Charity and Faith-Based Organisation Worker	Church Minister Funeral Director Wedding Planner RE Teacher Community and Social Worker Museum Curator Councillor/Chaplain	RE Teacher Counsellor Community and Social Worker Mediation/ Mindfulness Instructor Charity Worker Healthcare Professional	RE Teacher Ethic Advisor/Consultant Counsellor Community and Social Worker Charity Worker Museum Curator Writer