

**Bullion Lane Primary School
Medium Term Plan for Religious Education**

Year: 4/5

Cycle: Stand alone

Term: Autumn 2

Topic: Why do people use RITUAL in their lives?

Knowledge	Skills	Vocabulary
<p align="center">Activity One To write about the difference between rituals and routines.</p> <p align="center">Activity Two To create an invitation to a baptism (ritual) using symbols (religious).</p> <p align="center">Activity Three To write facts about the 'Confirmation' ceremony.</p> <p align="center">Activity Four To write facts about the 'Bar(t) Mitzvah' ceremony.</p> <p align="center">Activity Five To write about an important ritual I take part in.</p>	<p>AF1: Thinking about religion and belief</p> <ul style="list-style-type: none"> Explain connections between questions, beliefs, values and practices in different belief systems Recognise and explain the impact of beliefs and ultimate questions on individuals and communities Explain how and why differences in belief are expressed <p>AF2: Enquiring, investigating and interpreting</p> <ul style="list-style-type: none"> Suggest lines of enquiry to address questions raised by the study of religions and beliefs Suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence Recognise and explain diversity within religious expression, using appropriate concepts <p>Beliefs and teachings (what people believe)</p> <ul style="list-style-type: none"> Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities <p>Practices and lifestyles (what people do)</p> <ul style="list-style-type: none"> Explain how selected features of religious life and practice make a difference to the lives of individuals and communities <p>Expression and language (how people express themselves)</p> <ul style="list-style-type: none"> Explain how some forms of religious expression are used differently by individuals and communities <p>Identify and experience (making sense of who we are)</p> <ul style="list-style-type: none"> Make informed responses to questions of identity and experience in the light of their own learning <p>Meaning and purpose (making sense of life)</p> <ul style="list-style-type: none"> Make informed response to questions of meaning and purpose in the light of their learning <p>Values and commitments (making sense of right and wrong)</p> <ul style="list-style-type: none"> Make informed responses to people's values and commitments (including religious ones) in the light of their learning 	<p align="center">Concept</p> <p align="center">Ritual</p> <p align="center">Routine</p> <p align="center">Ceremony</p> <p align="center">Repetition</p> <p align="center">Definition</p> <p align="center">Religious</p> <p align="center">Occasion</p> <p align="center">Baptism</p> <p align="center">Christened</p> <p align="center">Symbols</p> <p align="center">Invitation</p> <p align="center">Confirmation</p> <p align="center">Bar (t) Mitzvah</p> <p align="center">Childhood</p> <p align="center">Adulthood</p> <p align="center">Comparison</p> <p align="center">Promise</p> <p align="center">Organisation</p> <p align="center">Faith</p>