

RE Long Term Curriculum Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 1
Year 1	<p>1.1 Who is a Christian and what do they believe?</p> <ul style="list-style-type: none"> - Talk about some simple ideas about Christian beliefs about God and Jesus. - Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means. - Talk about issues of good and bad, right and wrong arising from the stories. - Ask some questions about believing in God and offer some ideas of their own. 	<p>1.1 Who is a Christian and what do they believe? And Christmas</p> <ul style="list-style-type: none"> -Objectives from previous half term -explore the nativity story 	<p>1.5 What makes some places sacred?</p> <ul style="list-style-type: none"> - Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used. - Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe. - Ask good questions during a school visit about what happens in a church, synagogue or mosque. 	<p>1.5 What makes some places sacred? And Easter</p> <ul style="list-style-type: none"> -Objectives from previous term -explore the Christian story of Easter 	<p>1.7 What does it mean to belong to a faith community?</p> <ul style="list-style-type: none"> - Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers. - Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean. -Identify two ways people show they belong to each other when they get married. Respond to examples of co-operation between different people 	<p>1.6 How and why do we celebrate special and sacred times?</p> <ul style="list-style-type: none"> - Identify some ways Christians celebrate Christmas/Easter/ Harvest/Pentecost and some ways a festival is celebrated in another religion. - Re-tell stories connected with Christmas/Easter/Harvest/ Pentecost and a festival in another religion and say why these are important to believers. - Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion. - Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers.
Year 2	<p>1.2 Who is a Muslim and what do they believe?</p> <ul style="list-style-type: none"> - Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah. - Re-tell a story about the life of the Prophet Muhammad Recognise some objects used by Muslims and suggest why they are important). - Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1). Find out about and respond with ideas to examples of cooperation between people who are different 	<p>1.2 Who is a Muslim and what do they believe? And Christmas</p> <ul style="list-style-type: none"> -Objectives from previous half term -explore the nativity story 	<p>1.4 What can we learn from sacred books?</p> <ul style="list-style-type: none"> - Recognise that sacred texts contain stories which are special to many people and should be treated with respect. - Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories. - Ask and suggest answers to questions arising from stories Jesus told and from another religion. - Talk about issues of good and bad, right and wrong arising from the stories. 	<p>1.4 What can we learn from sacred books? And Easter</p> <ul style="list-style-type: none"> -Objectives from previous term -explore the Christian story of Easter 	<p>1.6 How and why do we celebrate special and sacred times?</p> <ul style="list-style-type: none"> - Identify some ways Christians celebrate Christmas/Easter/Harvest /Pentecost and some ways a festival is celebrated in another religion. - Re-tell stories connected with Christmas/Easter/Harvest/ Pentecost and a festival in another religion and say why these are important to believers. - Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival 	<p>1.8 How should we care for others and the world, and why does it matter?</p> <ul style="list-style-type: none"> - Re-tell Bible stories and stories from another faith about caring for others and the world. - Identify ways that some people make a response to God by caring for others and the world. - Talk about issues of good and bad, right and wrong arising from the stories. - Talk about some texts from different religions that promote the 'Golden Rule', and think about what

					<p>in another religion.</p> <ul style="list-style-type: none"> - Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers. 	<p>would happen if people followed this idea more.</p> <ul style="list-style-type: none"> - Use creative ways to express their own ideas about the creation
Year 3	<p>L2.1 What do different people believe about God?</p> <ul style="list-style-type: none"> - Describe some of the ways in which Christians Hindus and/or Muslims describe God. - Ask questions and suggest some of their own responses to ideas about God (C1). □ Suggest why having a faith or belief in something can be hard. - Identify how and say why it makes a difference in people's lives to believe in God. 	<p>L2.1 What do different people believe about God?</p> <ul style="list-style-type: none"> -Objectives from previous half term -explore the nativity story 	<p>L2.2 Why is the bible important to Christians today?</p> <ul style="list-style-type: none"> - Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation - Give examples of how and suggest reasons why Christians use the Bible today (B1). - Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression. - Discuss their own and others' ideas about why humans do bad things and how people try to put things right 	<p>L2.2 Why is the bible important to Christians today?</p> <ul style="list-style-type: none"> -Objectives from previous half term -explore the Easter story 	<p>L2.4 Why do people pray?</p> <ul style="list-style-type: none"> - Describe the practice of prayer in the religions studied. - Make connections between what people believe about prayer and what they do when they pray. - Describe ways in which prayer can comfort and challenge believers. - Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray. 	<p>L2.7 What does it mean to be a Christian in Britain today?</p> <ul style="list-style-type: none"> - Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings. - Describe some ways in which Christians express their faith through hymns and modern worship songs. - Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes. - Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.
Year 4	<p>L2.3 Why is Jesus inspiring to some people?</p> <ul style="list-style-type: none"> - Make connections between some of Jesus' teachings and the way Christians live today. □ Describe how Christians celebrate Holy Week and Easter Sunday. - Identify the most important parts of Easter for Christians and say why they are important. - Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter. 	<p>L2.3 Why is Jesus inspiring to some people?</p> <ul style="list-style-type: none"> - Make connections between some of Jesus' teachings and the way Christians live today. □ Describe how Christians celebrate Holy Week and Easter Sunday. - Identify the most important parts of Easter for Christians and say why they are important. - Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter. 	<p>L2.6 Why do some people think that life is a journey? What significant experiences mark this?</p> <ul style="list-style-type: none"> - Suggest why some people see life as a journey and identify some of the key milestones on this journey. - Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean. - Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people. - Link up some questions and answers about how believers show commitment with their 	<p>L2.6 Why do some people think that life is a journey? What significant experiences mark this?</p> <ul style="list-style-type: none"> - Suggest why some people see life as a journey and identify some of the key milestones on this journey. - Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean. - Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people. - Link up some questions and answers about how believers show commitment with their 	<p>L2.8 What does it mean to be a Hindu in Britain today?</p> <ul style="list-style-type: none"> -Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life. -Describe some ways in which Hindus express their faith through puja, aarti and bhajans. -Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes. -Discuss links between the actions of Hindus in helping others and ways in which 	<p>L2.8 What does it mean to be a Hindu in Britain today?</p> <ul style="list-style-type: none"> -Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life. -Describe some ways in which Hindus express their faith through puja, aarti and bhajans. -Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes. -Discuss links between the actions of Hindus in helping others and ways in which

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Year 5	<p>U2.1 Why do some people believe God exists?</p> <ul style="list-style-type: none"> - Outline clearly a Christian understanding of what God is like, using examples and evidence. - Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging. - Express thoughtful ideas about the impact of believing or not believing in God on someone's life. - Present different views on why people believe in God or not, including their own ideas. 	<p>U2.1 Why do some people believe God exists?</p> <ul style="list-style-type: none"> - Outline clearly a Christian understanding of what God is like, using examples and evidence. - Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging. - Express thoughtful ideas about the impact of believing or not believing in God on someone's life. - Present different views on why people believe in God or not, including their own ideas. 	<p>U2.4 If God is everywhere, why go to a place of worship?</p> <ul style="list-style-type: none"> - Make connections between how believers feel about places of worship in different traditions. - Select and describe the most important functions of a place of worship for the community. - Give examples of how places of worship support believers in difficult times, explaining why this matters to believers. - Present ideas about the importance of people in a place of worship, rather than the place itself. 	<p>U2.4 If God is everywhere, why go to a place of worship?</p> <ul style="list-style-type: none"> - Make connections between how believers feel about places of worship in different traditions. - Select and describe the most important functions of a place of worship for the community. - Give examples of how places of worship support believers in difficult times, explaining why this matters to believers. - Present ideas about the importance of people in a place of worship, rather than the place itself. 	<p>U2.6 What does it mean to be a Muslim in Britain today?</p> <ul style="list-style-type: none"> - Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad. - Describe and reflect on the significance of the Holy Qur'an to Muslims. - Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils. - Make connections between the key functions of the mosque and the beliefs of Muslims. 	<p>U2.6 What does it mean to be a Muslim in Britain today?</p> <ul style="list-style-type: none"> - Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad. - Describe and reflect on the significance of the Holy Qur'an to Muslims. - Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils. - Make connections between the key functions of the mosque and the beliefs of Muslims.
Year 6	<p>U2.3 What do religions say to us when life gets hard?</p> <ul style="list-style-type: none"> - Express ideas about how and why religion can help believers when times are hard, giving examples. - Outline Christian, Hindu and/or nonreligious beliefs about life after death. - Explain some similarities and differences between beliefs about life after death. - Explain some reasons why Christians and Humanists have different ideas about an afterlife. 	<p>U2.3 What do religions say to us when life gets hard?</p> <ul style="list-style-type: none"> - Express ideas about how and why religion can help believers when times are hard, giving examples. - Outline Christian, Hindu and/or nonreligious beliefs about life after death. - Explain some similarities and differences between beliefs about life after death. - Explain some reasons why Christians and Humanists have different ideas about an afterlife. 	<p>U2.5 Is it better to express your religion in arts and architecture or in charity and generosity?</p> <ul style="list-style-type: none"> - Describe and make connections between examples of religious creativity (buildings and art) - Show understanding of the value of sacred buildings and art. - Suggest reasons why some believers see generosity and charity as more important than buildings and art. - Apply ideas about values and from scriptures to the title question. 	<p>U2.5 Is it better to express your religion in arts and architecture or in charity and generosity?</p> <ul style="list-style-type: none"> - Describe and make connections between examples of religious creativity (buildings and art) - Show understanding of the value of sacred buildings and art. - Suggest reasons why some believers see generosity and charity as more important than buildings and art. - Apply ideas about values and from scriptures to the title question. 	<p>U2.7 What matters most to Christians and Humanists?</p> <ul style="list-style-type: none"> - Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples. - Describe some Christian and Humanist values simply. - Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied. - Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view 	<p>U2.7 What matters most to Christians and Humanists?</p> <ul style="list-style-type: none"> - Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples. - Describe some Christian and Humanist values simply. - Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied. - Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view