PER TOOK HAM

Long Term Plan Subject: RE

- 1. Main concepts for each unit appear as a question in bold.
- 2. Questions in italics show how key syllabus questions are addressed and revisited throughout each Key Stage:

KS1 Key questions:

- a) What do people believe about God, humanity and the natural world?
- b) What makes some stories special in religion?
- c) How and why are celebrations important in religion?
- d) How and why do symbols express religious meaning?
- e) What makes some teachers and leaders special for religious people?
- f) What do we get out of belonging to different groups and how do we show that we belong?
- g) What makes me special?

KS2 Key questions:

- a) How do people's beliefs about and attitudes towards God, the universe and humanity act as a guide through life?
- b) What do different sacred texts teach about life and how do they influence people differently?
- c) In what different ways do people worship and what difference does this make in their lives?
- d) What makes some occasions in life significant and how and why are these recognised and celebrated?
- e) How are religious and spiritual ideas expressed and why is literal language not adequate?
- f) What is it about key religious figures that make them inspirational for religious believers?
- g) How should people's religious and other beliefs, values and attitudes influence their personal lives and is it possible to live up to this?
- h) How do religious families and communities practice their faith and how is this seen in local communities?
- i) How do religions and beliefs influence the way people respond to global issues such as human rights, social justice and the environment?
- 3. Learning Objectives are specified.
- 4. Key Concepts are listed.

	Rec	Y1	Y2	Y3	Y4	Y5	Y6
Term 1	Friendship –The	Is everyone	Who should you	Does taking bread	Do Murtis help	Do Sikhs need	Are the saints
	Good Samaritan	special?	follow?	and wine show	Hindus	Guru Granth	encouraging role
	Why do we			someone is	understand God?	Sahib?	models?
	celebrate Harvest	a) What do people	e) What makes	Christian?			
	Festival? What is a	believe about God,	some teachers and		a) How do people's	b) What do	f) What is it about
	Christening?	humanity and the	leaders special for	h) How do	beliefs about and	different sacred	key religious
	Cirristerinig:	natural world?	religious people?	religious families	attitudes towards	texts teach about	figures that make
		f) What do we get	b) What makes	and communities	God, the universe	life and how do	them inspirational
		out of belonging to	some stories	practice their faith	and humanity act	they influence	for religious
		different groups	special in religion?	and how is this	as a guide through	people differently?	believers?
		and how do we		seen in local	life?	c) In what different	g) How should
		show that we	Learning	communities?	e) How are	ways do people	people's religious
		belong?	Objective: to find	e) How are	religious and	worship and what	and other beliefs,
		g) What makes me	out about religious	religious and	spiritual ideas	difference does	values and
		special?	leaders and how	spiritual ideas	expressed and why	this make in their	attitudes influence
			and why they are	expressed and why	is literal language	lives?	their personal live
		Learning	followed	is literal language	not adequate?	e) How are	and is it possible t
		Objective: to	To learn some	not adequate?	g) How should	religious and	live up to this?
		explore how and	stories about	c) In what different	people's religious	spiritual ideas	c) In what differen
		why people	religious leaders	ways do people	and other beliefs,	expressed and why	ways do people
		choose to belong	and their	worship and what	values and	is literal language	worship and what
		to groups and	significance for	difference does	attitudes influence	not adequate?	difference does
		religions and the	believers.	this make in their	their personal lives	,	this make in their
		difference that		lives?	and is it possible to	Learning	lives?
		makes to their	Key Concepts:		live up to this?	Objective: to	
		lives.	Judaism; Moses &	Learning	,	explore different	Learning
			Joshua; Rabbi;	Objective: to	Learning	ways of showing	Objective: to
		Key Concepts:	Vicar	explore the ritual	Objective: to	belief with special	explore reasons
		Community;		of communion and	explore how	reference to	behind the
		baptism; the		other ways of	Hindus express	Sikhism	persecution of
		Golden Rule		belonging to the	their beliefs		saints/believers; t
				church	through images of	Key Concepts:	compare the saint
					deities and	Sacred text; Gurus	to the person and
				Key Concepts:	symbols		persecution of
				Communion;	-,		Jesus
				Commitment;	Key Concepts:		
				Church	God; Brahman;		

					Trimurti; Murtis;		Key Concepts:
					Avatars		Persecution;
							Saints;
							Commitment;
							Martyr; Faith
Term 2	Diwali – Who are	Should we	Do religious	Is light a good	Does the	Does God	Is 'God made man'
1011112	Rama and Sita?	celebrate Harvest	symbols mean the	symbol for	Christmas	communicate	a good way to
	The Christmas Story	or Christmas?	same to	celebration?	narrative need	with man?	understand the
			everyone?		Mary?		Christmas story?
		b) What makes		c) In what different		e) How are	
		some stories	a) What do people	ways do people	c) In what different	religious and	b) What do
		special in religion?	believe about God,	worship and what	ways do people	spiritual ideas	different sacred
		c) How and why	humanity and the	difference does	worship and what	expressed and why	texts teach about
		are celebrations	natural world?	this make in their	difference does	is literal language	life and how do
		important in	g) What makes me	lives?	this make in their	not adequate?	they influence
		religion?	special?	d) What makes	lives?	a) How do people's	people differently?
			d) How and why	some occasions in	h) How do	beliefs about and	c) In what different
		Learning	do symbols	life significant and	religious families	attitudes towards	ways do people
		Objective: to	express religious	how and why are	and communities	God, the universe	worship and what
		explore and	meaning?	these recognised	practice their faith	and humanity act	difference does
		compare reasons		and celebrated?	and how is this	as a guide through	this make in their
		for celebrating	Learning	h) How do	seen in local	life?	lives?
		Harvest and	Objective: to	religious families	communities?	b) What do	d) What makes
		Christmas	explore the variety	and communities		different sacred	some occasions in
		To learn that not	of ways people	practice their faith	Learning	texts teach about	life significant and
		everyone	can express beliefs	and how is this	Objective: to	life and how do	how and why are
		celebrates the	by what they wear	seen in local	explore the role of	they influence	these recognised
		same festivals	To explore the	communities?	Mary in Christian	people differently?	and celebrated?
			different meanings		life and in the		
		Key Concepts:	behind symbols	Learning	Christmas story in	Learning	Learning
		Christianity;	Var. Canananta.	Objective: to	particular	Objective: to	Objective: to
		Harvest;	Key Concepts:	understand the	Kan Canada ta	understand the	explore the
		Christmas;	Symbols;	significance of	Key Concepts:	Christmas story	concept of
		Judaism; Sukkot;	Belonging;	light as a symbol	God; Virgin Mary;	from a Biblical	incarnation in the
		Giving thanks		of belief	Christ; Icon	viewpoint	Christmas story; to
				Koy Concerts:		Voy Consents:	compare the Biblical narrative
				Key Concepts:		Key Concepts:	DIDITION HATTALIVE
				Light; Belief;		Sacred text;	

				Advent; Diwali;		Prophecy;	with a traditional
				Chanukah		Revelation,	Christmas story
						Incarnation	Key Concepts:
							Christ;
							Incarnation;
							Emmanuel
Term 3	What is Shrove	Does creation	Is it important to	Is a Jewish child	Is a Holy journey	Does the	Do clothes
Term 5	Tuesday?	help people	celebrate the New	free to choose	necessary for	community of the	express beliefs?
	Noah's Ark – Why	understand God?	Year?	how they live?	believers?	Gurdwara help	•
	did God create a			,		Sikhs lead better	e) How are
	rainbow?	a) What do people	a) What do people	a) How do people's	g) How should	lives?	religious and
		believe about God,	believe about God,	beliefs about and	people's religious		spiritual ideas
		humanity and the	humanity and the	attitudes towards	and other beliefs,	g) How should	expressed and why
		natural world?	natural world?	God, the universe	values and	people's religious	is literal language
		b) What makes	c) How and why	and humanity act	attitudes influence	and other beliefs,	not adequate?
		some stories	are celebrations	as a guide through	their personal lives	values and	g) How should
		special in religion?	important in	life?	and is it possible to	attitudes influence	people's religious
			religion?	g) How should	live up to this?	their personal lives	and other beliefs,
		Learning		people's religious	h) How do	and is it possible to	values and
		Objective: to	Learning	and other beliefs,	religious families	live up to this?	attitudes influence
		understand	Objective: to	values and	and communities	h) How do	their personal lives
		Christian and or	explore the ways	attitudes influence	practice their faith	religious families	and is it possible to
		Jewish beliefs	that different	their personal lives	and how is this	and communities	live up to this?
		about Creation	people and	and is it possible to	seen in local	practice their faith	h) How do
		and the character	different faiths	live up to this?	communities?	and how is this	religious families
		of God	celebrate New	h) How do	e) How are	seen in local	and communities
			Year	religious families	religious and	communities?	practice their faith
		Key Concepts:		and communities	spiritual ideas	i) How do religions	and how is this
		Creation, God,	Key Concepts:	practice their faith	expressed and why	and beliefs	seen in local
		Christianity,	Celebration; New	and how is this	is literal language	influence the way	communities?
		Judaism	Year; Rosh	seen in local	not adequate?	people respond to	
			Hashanah;	communities?	c) In what different	global issues such	Learning
			(Baisakhi and 1st		ways do people	as human rights,	Objective: to
			Muharram if	Learning	worship and what	social justice and	explore how
			desired)	Objective: to	difference does	the environment?	clothing rules can
				explore the impact	this make in their		express belief and
				Jewish beliefs have	lives?		give people a
							sense of identity

				on the life of a child Key Concepts: Judaism; Belief; Commandments, Orthodox,	Learning Objective: to explore the holy journeys made by believers; the reasons and impact for such journeys Key Concepts: Hindu; Christianity; Pilgrimage; Worship (Muslim pilgrimage – Hajj if desired)	Learning Objective: to explore how the Gurdwara influences the life and belief of Sikhs Key Concepts: Gurdwara; Community	Key Concepts: Sikh; Khalsa; 5Ks
Term 4	Can you sequence The Easter Story?	Should everyone follow Jesus?	How should the church celebrate	Does Easter make sense without	Should believers give things up?	Was the death of Jesus a	Is the Resurrection
	,		Easter?	Passover?		worthwhile	important to
		e) What makes			c) In what different	sacrifice?	Christians?
		some teachers and	e) What makes	b) What do	ways do people		
		leaders special for	some teachers and	different sacred	worship and what	f) What is it about	f) What is it about
		religious people?	leaders special for	texts teach about	difference does	key religious	key religious
		b) What makes	religious people?	life and how do	this make in their	figures that make	figures that make
		some stories	b) What makes	they influence	lives?	them inspirational	them inspirational
		special in religion?	some stories	people differently?	g) How should	for religious	for religious
			special in religion?	d) What makes	people's religious	believers?	believers?
		Learning	c) How and why	some occasions in	and other beliefs,	d) What makes	c) In what different
		Objective: to	are celebrations	life significant and	values and	some occasions in	ways do people
		explore the	important in	how and why are	attitudes influence	life significant and	worship and what
		reasons why	religion?	these recognised	their personal lives	how and why are	difference does
		people follow	_	and celebrated?	and is it possible to	these recognised	this make in their
		Jesus, with	Learning	f) What is it about	live up to this?	and celebrated?	lives?
		reference to the	Objective: to	key religious	i) How do religions		d) What makes
		Easter story	explore how and	figures that make	and beliefs	Learning	some occasions in
			why the church	them inspirational	influence the way	Objective: to	life significant and
			celebrates Easter	for religious	people respond to	explore the	how and why are
				believers?	global issues such	significance of	

		Key Concepts: Christianity; Easter; Leaders; Rabbi; Vicar	Key Concepts: Easter; Baptism; Church.	Learning Objective: to explore the connections between Passover and Easter, particularly the Last Supper Key Concepts: Judaism; Christianity; Freedom; Passover; Last Supper	as human rights, social justice and the environment? Learning Objective: to explore Lent and its significance for Christian belief and practice Key Concepts: Christianity; Lent; Giving things up, Carnival	death of Jesus at Easter for Christians Key Concepts: Christianity; Sacrifice; Sin; Redemption, Atonement, Salvation, Grace	these recognised and celebrated? Learning Objective: to explore the resurrection of Jesus, the Easter narrative and concepts of life after death Key Concepts: Resurrection; Reincarnation; Funeral; Heaven
Term 5	Jonah and The Big Fish	Are some stories more important than others?	Can stories change people?	Does Jesus have authority for	Did Jesus really perform miracles?	Are you inspired?	Can we know what God is like?
		than others?	e) What makes	everyone?	b) What do	i) How do religions and beliefs	a) How do people's
		g) What makes me	some teachers and	f) What is it about	different sacred	influence the way	beliefs about and
		special?	leaders special for	key religious	texts teach about	people respond to	attitudes towards
		a) What do people	religious people?	figures that make	life and how do	global issues such	God, the universe
		believe about God,	b) What makes	them inspirational	they influence	as human rights,	and humanity act
		humanity and the	some stories	for religious	people differently?	social justice and	as a guide through
		natural world?	special in religion?	believers?	f) What is it about	the environment?	life?
		b) What makes		g) How should	key religious	g) How should	b) What do
		some stories		people's religious	figures that make	people's religious	different sacred
		special in religion?	Learning	and other beliefs,	them inspirational	and other beliefs,	texts teach about
		Lagurina	Objective: to	values and	for religious	values and	life and how do
		Learning Chiestives to	explore the way that Old	attitudes influence	believers?	attitudes influence	they influence people differently?
		Objective: to explore some Old	Testament and	their personal lives and is it possible to	Learning	their personal lives and is it possible to	реоріе шузегенну?
		Testament stories	New Testament	live up to this?	Objective: to	live up to this?	Learning
		and find what can	stories influence	nve up to tins:	explore at least	a) How do people's	Objective: to
		be learned from	readers and	Learning	two miracles of	beliefs about and	explore different
		them	listeners and the	Objective: to	Jesus and evaluate	attitudes towards	views of God and

		Key Concepts: Christianity; Judaism; Old Testament; Moral stories; God; Faith	reasons for the inclusion of stories. Key Concepts: Christianity; Judaism; Old Testament (story of Joseph); New Testament (story of Zacchaeus)	explore the life and teachings of Jesus from the perspective of his authority; to examine the authority that Jesus has for Christians today Key Concepts: Authority; Jesus, Gospel; Obedience, trust, faith	them from the view of a believer and a sceptic Key Concepts: Miracles, faith, belief, doubt	God, the universe and humanity act as a guide through life? Learning Objective: to explore the person and work of the Holy Spirit; to find out what inspires Christians in the past and today Key Concepts: Christ; Holy Spirit; Inspiration; Pentecost	how some people believe they can know God or know about God while others do not believe at all Key Concepts: God; Prayer; Faith; Mool mantra, Creed; revelation, atheism
Term 6	David and Goliath	Do we need shared special places? d) How and why do symbols express religious meaning? f) What do we get out of belonging to different groups and how do we show that we belong? g) What makes me special?	How should you spend the weekend? f) What do we get out of belonging to different groups and how do we show that we belong? c) How and why are celebrations important in religion? d) How and why do symbols express religious meaning?	Can made-up stories tell the truth? a) How do people's beliefs about and attitudes towards God, the universe and humanity act as a guide through life? b) What do different sacred texts teach about life and how do they influence people differently?	a) How do people's beliefs about and attitudes towards God, the universe and humanity act as a guide through life? c) In what different ways do people worship and what difference does this make in their lives? g) How should people's religious and other beliefs, values and	What's best for our world? Does religion help people decide? a) How do people's beliefs about and attitudes towards God, the universe and humanity act as a guide through life? c) In what different ways do people worship and what difference does this make in their lives? i) How do religions and beliefs	what we believe about creation? a) How do people's beliefs about and attitudes towards God, the universe and humanity act as a guide through life? g) How should people's religious and other beliefs, values and attitudes influence their personal lives and is it possible to live up to this?

	Learning	Learning	Learning	attitudes influence	influence the way	i) How do religions
	Objective: to	Objective: to	Objective: to	their personal lives	people respond to	and beliefs
	explore the	explore the	explore how Jesus	and is it possible to	global issues such	influence the way
	significance and	practice of	taught truths	live up to this?	as human rights,	people respond to
l r	role of the	observing Shabbat	through story and		social justice and	global issues such
	synagogue for	and the	why he chose to	Learning	the environment?	as human rights,
J	Jews; become	implications for	do this	Objective: to	g) How should	social justice and
	aware of the role	Jewish believers		explore the	people's religious	the environment?
	of the home for	and children.	Key Concepts:	reasons why	and other beliefs,	
J	Jews		Truth; Parable;	believers pray and	values and	Learning
		Key Concepts:	Fable; Myth	what they believe	attitudes influence	Objective: to
	Key Concepts:	Judaism; Shabbat;		the results are	their personal lives	explore different
J	Judaism; Sacred	Creation			and is it possible to	views of creation
	space; Synagogue			Key Concepts:	live up to this?	and consider the
				Prayer		consequences of
				(sin/salvation/	Learning	holding certain
				miracle)	Objective: to	beliefs
					explore how and	
					why believers help	Key Concepts:
					others through	Multi faith;
					charity and service	Creation; Care for world
					Key Concepts :	(possible cross
					Inspiration;	curricular unit,
					Christianity;	linked to literacy);
					Sikhism; Charity;	Stewardship,
					Vand Chhakna;	Tawhid, Aum,
					Seva, Langar	Creator