



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

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

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

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

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

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

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