

RELIGIOUS EDUCATION LONG TERM PLAN

EYFS, KS1 & KS2 ANNUAL OVERVIEW



At Laburnum our RE Curriculum is based on the Agreed Syllabus 2018-2023 Bedford Borough, Central Bedfordshire and Luton, which includes greater detail on progression and the planning and resourcing of the curriculum.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Additional Ops
Nursery	Celebrations						Nativity Play
Reception	Why is the word “God” so important to Christians?	Why is Christmas special for Christians?	Why is Easter special for Christians?	Being special: where do we belong? (2 religions)	What places are specially valued and why? (2 religions)	Which stories are specially valued and why? (2 religions)	Nativity Play Weekly Storytellers assembly
Year 1	What do Christians believe God is like?	Why does Christmas matter to Christians? How and why do we celebrate special times?	Who is Jewish? What do they believe and how do they live?	Why does Easter matter to Christians?	Who is a Muslim? What do they believe and how do they live?	What makes some places significant? What makes some places sacred to believers?	Carol concert Weekly Storytellers assembly
	Christianity	Christianity	Judaism	Christianity	Islam	Christianity, Islam and/or Judaism	
Year 2	How and why do we celebrate significant times? What makes some celebrations sacred to believers?	What can we learn from sacred books and stories?	How do we show care for others? Why does it matter?	How do we show we care for the Earth? Why does it matter?	Who is an inspiring person? What stories inspire Christian, Muslim and/or Jewish people?	What is the “good news” Christians believe Jesus brings?	Carol concert Weekly Storytellers assembly
	Christianity, Islam and/or Judaism	Christianity, Islam and/or Judaism	Christianity, Islam and/or Judaism	Christianity, Islam and/or Judaism	Christianity, Islam and/or Judaism	Christianity	
Year 3	Where, how and why do people worship?	Why do some people think life is like a journey? How and why do people mark the significant events of life?	What is the trinity and why is it important for Christians?	What kind of world did Jesus want?	Why do Christians call the day Jesus dies “good Friday”?	How do festivals and family life show what matters to Jewish people?	Carol concert Easter trail Weekly Storytellers assembly
	Islam, Judaism, Christianity	Christianity, Hinduism, Islam, non-religious people	Christianity	Christianity	Christianity	Judaism	
Year 4	How is faith expressed in Hindu communities and traditions?	How is faith expressed in Sikh communities and traditions?	How do festivals and worship show what matters to Muslims?	For Christians, what was the impact of Pentecost?	What are the deeper meanings of the festivals?	How and why do people try to make the world a better place?	Carol concert Easter trail Weekly Storytellers assembly
	Hinduism	Sikhism	Islam	Christianity	Islam, Judaism, Hinduism, Sikhism, non-religions	Islam, Christianity, Sikhism, non-religions	

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Year 5	What does it mean if Christians believe God is holy and loving?	How is faith expressed in Islam?	What helps Hindu people as they try to be good?	How and why do some people inspire others? Examples from religions	How do Christians decide how to live?	What do Christians believe Jesus did to "save" people?	Carol concert Faith tour in Bedford Weekly Storytellers assembly
	Christianity	Islam	Hinduism	Hinduism, Sikhism, Judaism, Islam	Christianity	Christianity	
Year 6	Creation and science: conflicting and complementary?	Values: what matters most to Humanists and Christians?	What will make our community a more respectful place?	How does faith enable resilience?	Why do some people believe in God and some people do not?	Justice and poverty: why does faith make a difference?	Carol concert Weekly Storytellers assembly
	Christianity, non-religions	Christianity, non-religions	Religious and non-religious	Christianity, Islam, Judaism and/or Hinduism	Christianity, Islam, non-religions	Christianity, Islam, non-religions	

RECEPTION

Unit Title	Knowledge & Key Questions	Specific Resources
Autumn 1 Why is the word "God" so important to Christians?	<ul style="list-style-type: none"> Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world Re-tell stories, talking about what they say about the world, god, human beings Think about the wonders of the natural world, expressing ideas and feelings Say how and when Christians may like to thank their creator Talk about what people do to mess up the world and what they do to look after it 	<ul style="list-style-type: none"> Image of the globe and animals from different places. Art form to express and reflect. The Creation Story. Images of creation story to order. Clips of Christians singing praising songs (e.g. www.bbc.co.uk/programmes/p044h89p) Harvest specific artefacts Harvest songs
	<ul style="list-style-type: none"> What does the word 'god' mean? Which people believe in god? (notice that some people do not.) Which people believe god is the creator of everything? What is amazing about the world? What do Christians say about god as creator? What is the story that Christians and Jews use to think about the creator? What do Christians and other people (including non-religious people) think about the world and how we should treat it? 	
Autumn 2 Why is Christmas special for Christians?	<ul style="list-style-type: none"> Talk about people who are special to them Say what makes their family and friends special to them Recall simply what happens at a traditional Christian festival (Christmas) Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus 	<ul style="list-style-type: none"> Photos of people as a baby and an adult Story sack of Nativity Role play area- Bethlehem scene Parcel with birthday party items inside Christmas box with traditional Christmas artefacts Christmas songs/carols

		<ul style="list-style-type: none"> Re-tell religious stories, making connections with personal experiences 	
		<ul style="list-style-type: none"> What special stories about Jesus are in the Bible? Why do Christians perform Nativity plays at Christmas? Why do Christians celebrate Jesus' birthday? What special things do Christians do at Christmas to share God's love? What makes every single person unique and precious? How does the Christmas story tell Christians they are precious to God? 	
Spring 1	Why is Easter special for Christians?	<ul style="list-style-type: none"> Recognise and re-tell stories connected with celebration of Easter Say why Easter is a special time for Christians Talk about ideas of new life in nature Recognise some symbols Christians use during Holy Week, e.g. Palm leaves, cross, eggs, etc., and make connections with signs of new life in nature Talk about some ways Christians remember these stories at Easter. 	<ul style="list-style-type: none"> a bag containing items related to Palm Sunday (e.g. Bible or storybook of Palm Sunday, donkey mask, white cloth or robe, cut-out palm leaves, flags, ribbons, percussion, the word 'Hosanna') The story of Palm Sunday Palm leaf cut outs to support story telling. Pictures of palm Sunday celebrations and Christians celebrating today Palm cross Hot cross buns Channel 4's animated Bible stories Story cubes of story Items to create Easter garden Eggs, bulbs, seeds (symbolic of new life) Easter eggs CBeebies 'Let's Celebrate Easter' Talk to someone who celebrates Easter
		<ul style="list-style-type: none"> What happens at the end of winter and the beginning of spring? How do 'dead' plants and trees come alive again? What do Christians believe happened to Jesus? Why do Christians think this is such an important story? What do Christians do at Easter? Why do we have Easter eggs? 	
Spring 2	Being special: where do we belong? (2 religions)	<ul style="list-style-type: none"> Re-tell religious stories making connections with personal experiences Share and record occasions when things have happened in their lives that made them feel special Recall simply what happens at a traditional Christian infant baptism and dedication Recall simply what happens when a baby is welcomed into a religion other than Christianity. 	<ul style="list-style-type: none"> Psalm 139 (God loving even before we are born) Isaiah 49:16 (Names written on God's palm) story of Jesus wanting to see the children even though the disciples tried stopping them Mark 10:13-16 signs and symbols of welcoming new life: water (pure and clean) and a baptismal candle. Photos and artefacts (robes, cards, etc.) Use above for role play area

		<ul style="list-style-type: none"> How do we show respect for one another? How do we show love/how do I know I am loved? Who do you care about? How do we show care/how do I know I am cared for? How do you know what people are feeling? How do we show people they are welcome? What things can we do better together rather than on our own? Where do you belong? How do you know you belong? What feels special about being welcomed into a group of people? 	
Summer 1	What places are specially valued and why? (2 religions)	<ul style="list-style-type: none"> Talk about somewhere that is special to themselves, saying why Recognise that some religious people have places which have special meaning for them Talk about the things that are special and valued in a place of worship Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about god get to know and use appropriate words to talk about their thoughts and feelings when visiting a church Express a personal response to the natural world 	<ul style="list-style-type: none"> Models to help children engage in small-world play, to talk about what happens in a library, hospital, football ground, etc. Visitors to share about significant/ special places Pictures of places to support conversations about why someone is special Images of mosque and church and features of these. Other religious places images: synagogue and temple Visit a place of worship Space for creation of special place e.g. outside area or role play area Nature walk Natural objects to handle
		<ul style="list-style-type: none"> Where do you feel safe? Why? Where do you feel happy? Why? Where is special to me? Where is a special place for believers to go? What makes this place special? What do we want to know about both religious and non-religious ‘special places’? 	
Summer 2	Which stories are specially valued and why? (2 religions)	<ul style="list-style-type: none"> Talk about some religious stories Recognise some religious words, e.g. about God Identify some of their own feelings in the stories they hear Identify a sacred text e.g. the Bible or the Torah Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus’ story about the Ten Lepers teaches about saying ‘thank you’ and why it is good to thank and be thanked; what the Hanukkah story teaches Jews about standing up for what is right, etc.) 	<ul style="list-style-type: none"> Children’s favourite books and stories from home Ways of exploring stories: play, role play, freeze-framing, model-making, puppets and shadow puppets, art, dance, music, etc. Bibles to compare A chosen Bible story to share Stories from other major faith traditions
		<ul style="list-style-type: none"> What is your favourite story? What do you like about it, and why? What stories do you know about Jesus? What do you think Jesus was (or is) like? Do you know any Bible stories? What stories do you know that are special to Christians (or other faiths)? Who are the stories about? What happens in the story? Does the story tell you about God? What do you learn? 	

- What stories do you know that tell you how you should behave towards other people?
- What are the similarities and differences between different people's special stories?

YEAR 1

Unit Title	Knowledge & Key Questions	Specific Resources
Autumn 1 What do Christians believe God is like?	<ul style="list-style-type: none"> ▪ Identify what a parable is ▪ Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father ▪ Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying 'sorry', by seeing God as welcoming them back, by forgiving others) ▪ Give an example of how Christians put their beliefs into practice in worship (e.g. by saying 'sorry' to God) ▪ Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas ▪ Give a reason for the ideas they have and the connections they make 	<ul style="list-style-type: none"> ▪ Relevant Bible passages: ▪ Story of the lost son-Twinkl version ▪ The lost sheep ▪ The lost Coin ▪ Luke 15 ▪ Praise songs ▪ Pictures to match ▪ Reference to school's relationship policy ▪ Song "You can Hold on" by Fischy Music (www.fischy.com) ▪ Examples of the Lord's Prayer (www.prayerscapes.com/prayers/prayers.html)
	<ul style="list-style-type: none"> ▪ 'What do Christians believe God is like?' ▪ What do stories say about what Christians believe about God? ▪ What might Christians understand about what God is like from this story? ▪ How might God be like a father? ▪ What makes forgiving people easy or hard? ▪ How do we forgive at home? At out-of-school clubs? How do parents forgive? ▪ What do Christians believe God is like? ▪ What is the meaning of the story/parable? ▪ What happens when forgiveness is not given? ▪ Is it good to forgive people? Why/why not? ▪ How does it feel if you don't forgive? ▪ Why is it sometimes hard to forgive? 	
Autumn 2 Why does Christmas matter to Christians? How and why do we celebrate special times?	<ul style="list-style-type: none"> ▪ Recognise that stories of Jesus' life come from the Gospels ▪ Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians ▪ Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas ▪ Think, talk and ask questions about Christmas for people who are Christians and for people who are not 	<ul style="list-style-type: none"> ▪ Familiar story examples with a character who appears to be someone they are not ▪ Picture of baby Jesus- traditional, perhaps referring to classical art ▪ Nativity story from children's Bible ▪ Stations for the different parts of the nativity for children to explore ▪ Christmas cards ▪ Advent traditions including artefacts

		<ul style="list-style-type: none"> Decide what they personally have to be thankful for, giving a reason for their ideas 	
		<ul style="list-style-type: none"> What do we know about Jesus from traditional images of him as a baby? What would families do to prepare for a new baby? What would need to be in the baby's room? Who might come and visit? What things would be suitable for baby Jesus? What were the conditions like in the stable? Who did visit? Why was the birth of this baby "good news"? Who was this good news for? What signs will there be for Jesus' birthday and that this is important for Christians? Are there themes in Christmas decorations? Are these similar to other celebration decorations? How? 	
Spring 1	Who is Jewish? What do they believe and how do they live?	<ul style="list-style-type: none"> Retell simply some stories used in Jewish celebrations (e.g. Hanukkah or Pesach) Give examples of how the stories used in celebrations (e.g. Shabbat, Pesach) remind Jews about what God is like, talking about beliefs and the Torah Give examples of how Jewish people celebrate special times (e.g. Hanukkah, Pesach) Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) Ask some questions about what Jewish people celebrate and why Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people 	<ul style="list-style-type: none"> Jewish artefacts pictures of mezuzah, candlesticks, challah bread, challah board, challah cover, wine goblet, other kosher food, Seder plate, matzah cover, Star of David on a chain, prayer books, hanukiah, kippa Shabbat images and clips interactive ways of learning about the festivals of Hanukkah and Pesach stories from the Torah and meanings associated with them Images of the Torah and the Torah inside a synagogue.
		<ul style="list-style-type: none"> Talk about remembering what really matters: how do people make a special time to remember? What do Jewish people celebrate? How do Jewish people celebrate? What do the children think of the idea of 'God the rescuer'? What makes a Torah scroll special? Why do they have Shabbat? When do you have times of rest and for family in your house? What makes a day very special? Do words like peace, love, co-operation and kindness need religion to make them special, or are they important to every human, including those who are not religious? Can they spot some connections between Jewish family life and their own family life? 	

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Spring 2	Why does Easter matter to Christians?	<ul style="list-style-type: none"> Recognise that incarnation and salvation are part of a 'big story' of the Bible tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of salvation (Jesus rescuing people) Recognise that Jesus gives instructions about how to behave Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter 	<ul style="list-style-type: none"> Examples of new life The story of The Hold Week Set up an Easter labyrinth. Decorated Easter eggs Examples of Church celebration of Holy week
		<ul style="list-style-type: none"> Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas 	
Summer 1	Who is a Muslim? What do they believe and how do they live?	<ul style="list-style-type: none"> Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah Give examples of how stories about the Prophet Muhammad show what Muslims believe about him Give examples of how Muslims use the Shahadah to show what matters to them Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) Give examples of how Muslims put their beliefs about prayer and about Allah into action (e.g. by daily prayer, by using subha beads) Think, talk about and ask questions about Muslim beliefs and ways of living Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas 	<ul style="list-style-type: none"> Prayer example Muslim symbol of a moon and star Key vocab cards calligraphy and listen to nasheeds that express ideas about God and Muhammad Examples of stories about Muhammad www.natre.org.uk/primary/good-learning-in-re-films/ The story of the first revelation Islamic stories: www.bbc.co.uk/education/clips/z9tqb82. www.bbc.co.uk/education/clips/zwytk2p String of subha beads
		<ul style="list-style-type: none"> What makes prayer special? What difference does worship have to everyday life? How do Muslims set a good example to others? 	
Summer 2	What makes some places significant? What makes some places sacred to believers?	<ul style="list-style-type: none"> Recognise that there are special places where people go to worship, and talk about what people do there Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean Identify a belief about worship and a belief about god, connecting these beliefs simply to a place of worship 	<ul style="list-style-type: none"> Photos of holy buildings and objects inside them Key vocab cards Visit a place of worship or talk to someone who comes to one Church: altar, cross, crucifix, font, lectern, candles and the symbol of light Synagogue: Ark, Ner Tamid, Torah scroll, tzizit (tassels), tefillin, Tallit (prayer shawl) and kippah (skullcap), hanukiah, bimah. Mosque/masjid: wudu, calligraphy, prayer mat, prayer beads, minbar, mihrab, muezzin.

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	<ul style="list-style-type: none"> Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe Give simple examples of how people worship at a church, mosque or synagogue Talk about why some people like to belong to a sacred building or a community 	<ul style="list-style-type: none"> Examples of hymns prayer and worship
	<ul style="list-style-type: none"> Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas Talk about what makes some places special to people, and what the difference is between religious and nonreligious special places How do places of worship connect with Christian and Muslims/Jewish beliefs and practices studied previously? Do they have any things that are holy and sacred? what are religious buildings and objects for? Are holy buildings for God or for a community or both? 	

YEAR 2

	Unit Title	Knowledge & Key Questions	Specific Resources
Autumn 1	How and why do we celebrate significant times? What makes some celebrations sacred to believers?	<ul style="list-style-type: none"> Recognise a special time pupils celebrate and explain simply what celebration means Identify and name at least three different religious festivals, giving two facts about each one Identify a belief that connects to a festival, e.g. ‘they do it because they believe ...’ Give simple examples of the ways a festival makes a difference, e.g. to emotions, to families Talk about features in festival stories that made people feel happy or sad and compare them with pupils’ own experiences Notice and suggest a meaning for some symbols used in the celebrations they learn about, e.g. light, water, signs of togetherness Think, talk and ask questions about big days in different religions Talk about links between how people celebrate today and in old stories Notice and find out about simple similarities: special or sacred food, music, stories, gatherings prayers or gifts 	<ul style="list-style-type: none"> Celebration artefacts and non-religious celebrations Stories of festival origins Pictures, videos, artefacts, songs, prayers, foods, drinks Symbols in festivals Children to bring in items from home?

		<ul style="list-style-type: none"> ▪ What do these festivals give to our five senses? ▪ What are the parts of these festivals and how are they meant to impact senses? ▪ What parts of the festivals do they like best? ▪ Is it about goodness winning over evil? How? ▪ Who are the goodies and baddies? ▪ What happens in the festival story to bring light or to send evil away? ▪ What are the meanings of the symbols in festivals? ▪ What values and beliefs does the festival include? ▪ Is it about God as a comforter, presence, rescuer or leader in the community? ▪ Are there values of peace, kindness, caring, generosity or remembrance being celebrated? Which ones, and how? Are they similar to others? ▪ What are the values and importance of festivals? 	
Autumn 2	What can we learn from sacred books and stories?	<ul style="list-style-type: none"> ▪ Identify a belief about God linked to what a holy book says ▪ Recognise that sacred texts contain stories which are special to many people and should be treated with respect ▪ Identify at least three symbols of respect used by members of a religion when they use their holy book ▪ Recognise how different religions express their respect for their scriptures, using symbols and by doing what the scriptures say ▪ Give simple examples of ‘hidden messages’ in faith stories, or wise sayings ▪ Talk about what they like in the stories from sacred texts that they hear ▪ Think, talk and ask questions about messages within sacred texts and the values, behaviour and attitudes of people ▪ Suggest feelings and reactions of characters at key points in faith stories, and suggest meanings in the stories 	<ul style="list-style-type: none"> ▪ Examples of holy books or images: Torah, Qur’an, Bible ▪ Other book examples for display including non-religious ▪ Faith stories with “hidden messages” ▪ “Wise advice” examples from special books. ▪ Images of symbols of respect when using religious texts. ▪ A chosen story from each holy book
		<ul style="list-style-type: none"> ▪ Ask and suggest answers to questions arising from their learning about holy books ▪ Why are some books especially important to us? ▪ What makes books special? ▪ What do holy books have in them? ▪ Is this any different to their special books? ▪ Do you remember any stories from these books? (from previous learning) ▪ What advice do stories from religious books give? ▪ What do they like about these stories? ▪ Why might people respect their religious books? How do they respect them? ▪ What does this story mean to believers? ▪ Does this story have some hidden messages? ▪ How do the stories and messages in these books help people know how to live their lives? ▪ For these stories, what feelings and reactions might character at key points in faith stories have? 	

		<ul style="list-style-type: none"> What links to beliefs about God come from the stories? 	
Spring 1	How do we show care for others? Why does it matter?	<ul style="list-style-type: none"> Identify a story or text that says something about each person being unique and valuable Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories Give examples of how religious teaching encourages care for other people Think, talk and ask questions about what difference believing in God makes to how people treat each other Give good reasons why everyone (religious and non-religious) should care for other 	<ul style="list-style-type: none"> Bible readings including idea that God loves everyone: Matthew 6:26, Matthew 19, Mark 10, Luke 18 Genesis 1. Texts from different scriptures about The Golden Rule Stories (both religious and non) about friendship Luke 5:1–11, friends take paralysed friend to Jesus Luke 5:17–26 and The Good Samaritan Luke 10:25–37, Jewish story of Ruth and Naomi Ruth 1–4 Stories about charitable people: Mother Teresa, Dr Barnardo, Sister Frances Dominica, Islamic Relief, the Jewish charity Tzedek, non-religious charities such as WaterAid and Oxfam, Khalsa Aid (Sikhi) or Sewa International (Hindu) Thank you event
		<ul style="list-style-type: none"> Who are our friends? What are their skills and attributes? What is special about them to you? What do children know about charity? Why does it matter to help those who are not as well off or as fortunate as we are? What religious and non-religious charities are there? What do these people do? Can anyone and everyone join in? 	
Spring 2	How do we show we care for the Earth? Why does it matter?	<ul style="list-style-type: none"> Identify a story or text that says something about the beautiful Earth Give an example of a key belief some people find in one of these stories (e.g. that God loves the world because it is God’s creation) Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world Give an example of how people can show that they care for the Earth, making a link to a creation story Give examples of how Christians and Jews can show care for the Earth Say why Christians and Jews might look after the natural world Think, talk and ask questions about what difference believing in God makes to how people treat the natural world Give good reasons why everyone (religious and non-religious) should look after the natural world 	<ul style="list-style-type: none"> Access to school grounds Genesis 1: The story of creation Khalifah in Islam Psalm 8 Jewish idea of Tikkun Olam ‘Wonderful World’ by Stephen Fischbacher (www.fischy.com). Harvest festival celebration examples: www.request.org.uk.

		<ul style="list-style-type: none"> What around us is natural? What around us is man-made? What can we see hear smell? were the children pleased with what they saw around the school grounds? Why? What could a person do to show thanks for these things? How did these things get there in the first place? How do Jews and Christians treat the world? What is a steward? What are their roles and responsibilities? How should humans treat the natural world if they are to be good stewards? How do religious texts suggest giving thanks to the Earth? What happens during Harvest thanksgiving? Why? 	
Summer 1	Who is an inspiring person? What stories inspire Christian, Muslim and/or Jewish people?	<ul style="list-style-type: none"> Identify at least three people from religions who are admired as good followers of God Describe stories that are told by and about special people in two religions Identify a belief about a religious leader Understand why some people inspire others Identify the characteristics in inspiring people in religions, local leaders and people who influence the pupils themselves Give simple examples of inspiration, for example, 'Moses/Jesus/Muhammad inspired people to ... by ...' Think, talk and ask good questions about leadership and inspiration Notice and find out about the different ways leaders are admired in different religions 	<ul style="list-style-type: none"> Christianity: stories from the life and teachings of Jesus and how these are important to Christians today, e.g. Peter and Andrew – the first disciples (Luke 5:1–11), Zacchaeus – how following Jesus changed his life (Luke 19:1–10). Islam: stories and teachings from the life of the Prophet Muhammad, The story of the First Revelation of the Qur'an, or of Muhammad and the Black Stone Judaism: stories from the life of Moses Good examples include Moses and the Burning Bush (Exodus 3), leading his people (Exodus 7–14), receiving the Ten Commandments from God (Exodus 20).
		<ul style="list-style-type: none"> Talk about links between the work and the question: who inspires me? What makes an inspiring leader? What might it mean to be a good follower of God? Why do people follow Jesus today? Why is the life and teachings of Mohammad important for Muslim people today? Why was Moses a good leader? How do some stories from his life show him as a leader sent by God? What are the differences between the great ancient leaders and local leaders? How would a Muslim, Jew or a Christian be inspired by a story from their faith and use religious vocabulary such as Patriarch, Lord or Prophet to describe who inspires Jews, Muslims and Christians Who inspires us? Who makes a good leader? What are their experiences of leaders- both good and or bad? What sort of values, qualities or talents would they like to copy? 	

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Summer 2	What is the “good news” Christians believe Jesus brings?	<ul style="list-style-type: none"> ▪ Tell stories from the Bible and recognise a link with the concept of ‘Gospel’ or ‘good news’ ▪ Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians ▪ Recognise that Jesus instructs people about how to behave ▪ Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace and bringing good news to the friendless ▪ Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession) 	<ul style="list-style-type: none"> ▪ Story about one of Jesus’ ‘world-changers’: Matthew the tax collector (Matthew 9:9–13). ▪ Story of Zacchaeus in Luke 19:1–10; Matthew becomes one of Jesus’ 12 disciples.) ▪ Concept of Forgiveness: Luke 6:37–38. ▪ Concept of Peace: John 14:27 ▪ Trinity Church, Cheltenham trinitycheltenham.com ▪ St George’s Crypt, Leeds www.stgeorgescrypt.org.uk/charity
		<ul style="list-style-type: none"> ▪ Think, talk and ask questions about whether Jesus’ ‘good news’ is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas ▪ Who could change the world? Why have they chosen this person and what would they do? ▪ What was the good news that Jesus brought? ▪ What happens if someone does not forgive, compared with if they do? ▪ What prevents us having peace? ▪ What can bring people peace? ▪ How do Christians receive peace from Jesus? ▪ If they believe Jesus loves them and forgives them, how does that bring them peace? ▪ How is that ‘good news’ for Christians? ▪ Where can Christians find friendship, peace and forgiveness in this place? ▪ How is prayer encouraged? ▪ Does it feel peaceful? ▪ Are there groups who promote friendship in this church? 	

YEAR 3

	Unit Title	Knowledge & Key Questions	Specific Resources
Autumn 1	Where, how and why do people worship?	<ul style="list-style-type: none"> ▪ Identify and describe how key actions, features and artefacts help people worship in different religions ▪ Explain the meanings of examples of texts that believers use in worship ▪ Consider questions about the belief that worship can bring peace, comfort or challenge ▪ Make simple connections between sacred texts and the ways believers worship today 	<ul style="list-style-type: none"> ▪ Examples of worship ▪ Symbolic objects ▪ Images of places of worship and types of worship ▪ Examples of prayers, devotional songs ▪ Items used during worship.

		<ul style="list-style-type: none"> Describe how people show devotion in different religions Raise questions about why believers value worship Express their own ideas about the meaning and value of worship Give good reasons for their views about worship and prayer 	
		<ul style="list-style-type: none"> What is worship and what do people feel as they worship? Why do some people choose to go to a place of worship? What happens when people worship? What connections do these have to their own lives? What beliefs lie behind acts of worship? Are there similarities with non-religious acts? E.g. Meditation? 	
Autumn 2	<p>Why do some people think life is like a journey? How and why do people mark the significant events of life?</p>	<ul style="list-style-type: none"> Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today Describe what happens in ceremonies of commitment (e.g. Baptism, sacred thread, marriage) and say what these rituals mean Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. Through celebrating forgiveness, salvation and freedom at festivals) Identify some differences in how people celebrate commitment (e.g. Different practices of marriage, Christian baptism) Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones Make links between ideas of love, commitment and promises in religious and non-religious ceremonies Give good reasons why they think ceremonies of commitment are or are not valuable today 	<ul style="list-style-type: none"> Examples of commitment ceremonies in different religions including images, artefacts and examples.
		<ul style="list-style-type: none"> How do Christians mark their journeys through life? What is the value and meaning of ceremonies that mark milestones in life? What are the similarities and differences in commitments held by believers in different religions? And which ones do we celebrate? What is the symbolism, meaning and value of ceremonies that mark commitments? What happens in the ceremony? What promises are made? Why are they important? What prayers are offered? How do people's religious beliefs show through these ceremonies and commitments? How do these compare with non-religious ceremonies? What might be the signposts, guidebooks, stopping points or traffic jams in life be? Do religious or spiritual teachings have an impact on believers on life's journey? Can anyone learn from another person's 'map of life'? 	

		<ul style="list-style-type: none"> How is a religion like a 'map for life'? 	
Spring 1	What is the trinity and why is it important for Christians?	<ul style="list-style-type: none"> Recognise what a 'Gospel' is and give an example of the kinds of stories it contains Offer suggestions about what texts about baptism and the Trinity mean Give examples of what these texts mean to some Christians today Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like 	<ul style="list-style-type: none"> Bottle or bowl of water Gospels from Matthew 3:13–17 Paintings of the Baptism (for example, by Verrocchio and Daniel Bonnell – see www.artbible.info Search for baptism Bit.ly/1xr5bbc
		<ul style="list-style-type: none"> What is the gospel telling us? What does water symbolise? Why is that? What are the similarities and differences between how God is depicted in paintings? What is meant by father, son and holy spirit? What kinds of words might be in a baptism prayer? What is the difference between the baptism of an adult and a child? What is the 'Trinity' and why is it important for Christians? 	
Spring 2	What kind of world did Jesus want?	<ul style="list-style-type: none"> Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people' Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas 	<ul style="list-style-type: none"> Jesus calling his first disciples (Matthew 4:18–22) Other stories that show what kind of world Jesus wanted. E.g. The story of the healing of the leper in Mark 1:40–44. Good Samaritan (Luke 10:25–37) Images from local church noticeboards, alternatively local church websites
		<ul style="list-style-type: none"> What are most enjoyed possessions and activities? What would they have to give up? How much would pupils be prepared to give up of their weekend routines? Why did these men leave everything to follow Jesus? What might a 'fisher of people' be expected to do? 	

		<ul style="list-style-type: none"> Why didn't Matthew just give a list of qualities Jesus was looking for in a disciple – like a set of entry qualifications? What kind of world did Jesus want? How did he want his followers to behave? What would be involved in the role of a church leader? How much time is spent 'fishing for people'? How will they show love for God and for their neighbour? What is good and what is challenging about Jesus' teaching of love? 	
Summer 1	Why do Christians call the day Jesus dies "good Friday"?	<ul style="list-style-type: none"> Recognise the word 'salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. By showing them how to live Offer informed suggestions about what the events of Holy Week mean to Christians Give examples of what Christians say about the importance of the events of Holy Week Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities Describe how Christians show their beliefs about Jesus in worship in different ways Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions 	<ul style="list-style-type: none"> Palm Sunday (entry to Jerusalem: Matthew 21:7–11), Good Friday (Jesus' death: Luke 23:13–25, 32–48) Easter Sunday (Jesus is raised to life: Luke 24:1–12). Visits, visitors, church websites and church programme cards Photos and other information about what different churches do on Palm Sunday, Good Friday and Easter Sunday (e.g. Types of service, music, readings, actions and rituals, colours, decorations). www.bbc.co.uk/programmes/p02mww94.
		<ul style="list-style-type: none"> How Mary might feel when Jesus was crucified? Why might she have thought it happened? Would Mary call the day Jesus died 'Good Friday'? Would she say something different on Sunday? How do they think Christians will feel as they read this account? What would Christians learn from Jesus' example and teaching in these accounts? What do we mean by salvation? Why was there hope as Jesus arrived as King? Why was there sadness? Why was there joy? Why do Christians call the day Jesus died 'Good' Friday? 	
Summer 2	How do festivals and family life show what matters to	<ul style="list-style-type: none"> Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people Offer informed suggestions about the meaning of the Exodus story for Jews today 	<ul style="list-style-type: none"> Jewish stories: Rosh Hashanah and Yom Kippur: Pesach/Passover Jewish prayers and blessings

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	<p>Jewish people?</p>	<ul style="list-style-type: none"> Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. Through celebrating forgiveness, salvation and freedom at festivals) Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future Make links with the value of personal reflection, saying 'sorry', being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas 	
		<ul style="list-style-type: none"> What happens on a day 6 of fasting and why? What role do all of us have in bringing freedom? What is the importance of the ten commandments for Jewish people? What are the benefits of expressing gratitude regularly? 	

YEAR 4

	Unit Title	Knowledge & Key Questions	Specific Resources
Autumn 1	How is faith expressed in Hindu communities and traditions?	<ul style="list-style-type: none"> Identify the terms 'dharma', 'Sanatan Dharma' and 'Hinduism' and say what they mean Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma) Describe how Hindus show their faith within their families in Britain today (e.g. Home puja) Describe how Hindus show their faith within their faith communities in Britain today (e.g. Arti and bhajans at the mandir; in festivals such as Diwali) Identify some different ways in which Hindus show their faith (e.g. Between different communities in Britain, or between Britain and parts of India) Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas 	<ul style="list-style-type: none"> Religious artefacts Examples of prayer and praise Hindu iconography Images of deities British Diwali celebration: www.leicestermercury.co.uk/live-diwali-day-2016-in-leicester/story-29853142-detail/story.html) Story of Rama and Sita Other Hindu celebrations: www.londonpuja.com www.bbc.co.uk/religion/religions/hinduism/holydays/navaratri.shtml).

		<ul style="list-style-type: none"> ▪ How are objects used, when and why? ▪ What similarities and differences are there with the family values and home rituals of pupils in the class? ▪ How do Hindus celebrate Diwali in Britain today? ▪ What matters most in Diwali? ▪ What are the other Hindu celebrations? ▪ Are there similarities and differences with people in other faith community's pupils have studied already? ▪ Are there similarities and differences with people who are not part of a faith community? 	
Autumn 2	How is faith expressed in Sikh communities and traditions?	<ul style="list-style-type: none"> ▪ Identify and describe key Sikh beliefs and values including Waheguru and Sewa ▪ Explain examples of texts such as the Mool Mantar ▪ Consider questions about the belief that all humans are equal to God ▪ Make simple connections between sacred texts and practice, e.g. In provision of food and care for those 'left out' ▪ Describe how people show their Sikh identity in dress, behaviour and values ▪ Raise questions about what it means to live a good life and examine Sikh answers ▪ Make links between their own ideas and values and those held dear in Sikh communities ▪ Give reasons for their views about the importance of values such as equality, community, tradition and respect 	<ul style="list-style-type: none"> ▪ BBC series: My Life, My religion: Sikhism ▪ 2011 Census ▪ Ten Gurus stories and teaching resources ▪ The work of Pingalwara: pingalwara.org
		<ul style="list-style-type: none"> ▪ What are they key beliefs in Sikhism? ▪ What is Sewa? ▪ How many Sikh people are in the UK? And in Bedfordshire? ▪ What beliefs, practises and values are significant in Sikh lives? ▪ What are the similarities and differences between their community and a Sikh community? ▪ How do Sikh beliefs effect how they chose to behave? ▪ What is the importance of sacred words? ▪ What is the name of the living Guru? ▪ How are the words of the living Guru used? How is it treated, used and learnt from? ▪ Why are gurdwaras significant to Sikhs? ▪ What can be learnt in a gurdwara? ▪ What are the five main things that show a Sikhs spiritual ideas at a gurdwara? ▪ What is the spiritual significance of Amritsar in the lives of Sikhs? 	

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<p>Spring 1</p>	<p>How do festivals and worship show what matters to Muslims?</p>	<ul style="list-style-type: none"> ▪ Identify some beliefs about God in Islam, expressed in Sura 1 of the Qur'an and make clear links between beliefs about God and ibadah (e.g. How God is worth worshipping; how Muslims submit to God) ▪ Give examples of ibadah (worship) in Islam (e.g. Prayer, fasting, celebrating) and describe what they involve ▪ Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. In prayer and fasting, as a family and as a community, at home and in the mosque) ▪ Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslim ▪ Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their idea 	<ul style="list-style-type: none"> ▪ Sura 1 (chapter 1) of the Qur'an ▪ Clip of prayer preparation ▪ BBC series My Life, My Religion: Islam ▪ Subhah beads clip of how they are used
		<ul style="list-style-type: none"> ▪ What does it tell Muslims about what God is like? ▪ Why it is important to worship God and pray, and what difference it makes to Muslim ways of living? ▪ How does prayer show what matters to a Muslim? ▪ How do Muslims show self-control by fasting during Ramadan and why this is important? ▪ What are the benefits for Muslims of fasting, and what can they learn from this experience? ▪ During Ramadan, what happens in the community, and why? ▪ How does what happen in a Muslim household show that Muslims worship Allah? ▪ Why do they celebrate the end of Ramadan? ▪ What are the benefits for anyone of living a self-disciplined life? ▪ What things might people who are not Muslims stop and reflect on five times a day, and what benefits could these things have? ▪ How can pupils live more harmoniously? ▪ What steps could the class, school, neighbourhood, country and world take to live in harmony? 	
<p>Spring 2</p>	<p>For Christians, what was the impact of Pentecost?</p>	<ul style="list-style-type: none"> ▪ Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth ▪ Offer informed suggestions about what the events of Pentecost in Acts 2 might mean ▪ Give examples of what Pentecost means to some Christians now ▪ Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God and how Christians live now ▪ Describe how Christians show their beliefs about the Holy Spirit in worship ▪ Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas 	<ul style="list-style-type: none"> ▪ Story of Pentecost (Acts 2:1–15, 22 and 37–41) International Children's Bible on www.biblegateway.com ▪ Artwork www.artbible.info ▪ Bit.ly/2mfd7fg

		<ul style="list-style-type: none"> Why is the Spirit like a wind? Like a flame? Why do they appear drunk? Why did the people who listened come from 15 different countries? How have artists expressed the idea of the power of the Holy Spirit and the impact on the disciples and listeners? Who or what do Christians think the Holy Spirit is? Why do Christians think the Holy Spirit is important now? What clues does The Lord's Prayer give to what Christians might believe the kingdom of God should be like? 				
Summer 1	What are the deeper meanings of the festivals?	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> Identify and describe how festivals from at least three religions are celebrated, using the right words Explain examples of texts and stories which lie behind the festivals in terms of the values and beliefs they show Consider questions about the belief that God is at work in human life, and stories which show this should be celebrated Make simple connections between sacred texts and the practice of religious festivals today Describe how people show devotion to God and commitment to key values in their festivals Identify similarities, differences and generalities in relation to the festivals they study Raise questions about what is worth celebrating and why, suggesting answers of their own with reasons Make links between different religions, which all celebrate the triumph of goodness over evil </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> Examples of religious festival symbols, sounds, actions, stories and rituals </td> </tr> <tr> <td colspan="2" style="vertical-align: top;"> <ul style="list-style-type: none"> What are the differences and similarities between religious festivals? Are the values the same? Does light conquer darkness (Diwali)? Is love stronger than death (Easter)? Can God free people from slavery (Pesach)? Does fasting make you a better person? Is it important to commit your life to your religion (Vaisakhi)? Are New Years' Day, Valentine's Day and Remembrance Day nonreligious festivals for all? Is Comic Relief a bigger festival than Easter? Should everyone be allowed a day off work for their festivals? Is Christmas for Christians or for everyone? Can the real meaning of a festival be preserved, or do the shops and shopping always take over? Is Halloween a 'religious' festival? What about Saint Valentine's Day, or Remembrance Day on 11 November? Can we identify some differences between religious festivals and other types of celebrations? What are the connections between stories, symbols and beliefs with what happens at Eid, Diwali, Pesach or Vaisakhi? What are the main similarities and differences in the way festivals are celebrated within and between religions? What is worth remembering and celebrating every year? What values are important in each celebration? </td> </tr> </table>	<ul style="list-style-type: none"> Identify and describe how festivals from at least three religions are celebrated, using the right words Explain examples of texts and stories which lie behind the festivals in terms of the values and beliefs they show Consider questions about the belief that God is at work in human life, and stories which show this should be celebrated Make simple connections between sacred texts and the practice of religious festivals today Describe how people show devotion to God and commitment to key values in their festivals Identify similarities, differences and generalities in relation to the festivals they study Raise questions about what is worth celebrating and why, suggesting answers of their own with reasons Make links between different religions, which all celebrate the triumph of goodness over evil 	<ul style="list-style-type: none"> Examples of religious festival symbols, sounds, actions, stories and rituals 	<ul style="list-style-type: none"> What are the differences and similarities between religious festivals? Are the values the same? Does light conquer darkness (Diwali)? Is love stronger than death (Easter)? Can God free people from slavery (Pesach)? Does fasting make you a better person? Is it important to commit your life to your religion (Vaisakhi)? Are New Years' Day, Valentine's Day and Remembrance Day nonreligious festivals for all? Is Comic Relief a bigger festival than Easter? Should everyone be allowed a day off work for their festivals? Is Christmas for Christians or for everyone? Can the real meaning of a festival be preserved, or do the shops and shopping always take over? Is Halloween a 'religious' festival? What about Saint Valentine's Day, or Remembrance Day on 11 November? Can we identify some differences between religious festivals and other types of celebrations? What are the connections between stories, symbols and beliefs with what happens at Eid, Diwali, Pesach or Vaisakhi? What are the main similarities and differences in the way festivals are celebrated within and between religions? What is worth remembering and celebrating every year? What values are important in each celebration? 	
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RELIGIOUS EDUCATION LONG TERM PLAN

Summer 2	How and why do people try to make the world a better place?	<ul style="list-style-type: none"> ▪ Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin) ▪ Make links between religious beliefs and teachings and why people try to live and make the world a better place ▪ Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. Tikkun Olam and the charity Tzedek) ▪ Describe some examples of how people try to live (e.g. Individuals and organisations) ▪ Identify some differences in how people put their beliefs into action ▪ Raise questions and suggest answers about why the world is not always a good place, and the best ways of making it better ▪ Make links between some commands for living from religious traditions, nonreligious worldviews and pupils' own ideas ▪ Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views 	<ul style="list-style-type: none"> ▪ Teachings which act as guides for living within two religious traditions studied during the year, and a non-religious belief system, e.g. The Ten Commandments (Exodus 20:1–21, Deuteronomy 5:1–22), the Two Commandments of Jesus (Mark 12:28–34) and the 'Golden Rule' (Matthew 7:12) ▪ The Jewish teaching of Tikkun Olam (mending the world) and tzedaka (charity). ▪ Jewish charities that try to make the world better: E.g. Tzedek, Jewish Child's Day. ▪ Jewish new year festival for trees (Tu b'shevat) ▪ Muslim charities such as www.Islamic-Relief.org.uk ▪ Www.muslimhands.org.uk ▪ Life of Christians: Desmond Tutu, Martin Luther King Jr, Mother Teresa ▪ Christian Aid and Islamic Relief ▪ Oxfam
		<ul style="list-style-type: none"> ▪ How do believers try to live? ▪ Why do believers want to follow the commands and teachings of their traditions? ▪ In what ways is the world not a good place? Locally and/or globally? ▪ Why are people not always as good as they should be? ▪ What do Christians believe? ▪ What do Muslims believe? ▪ What beliefs do they have in common? ▪ Do people still behave in the same way they did when teachings were written/said? ▪ What difference would it make if people keep these guides for living? ▪ How would it make the world a better place? ▪ Can charities change the world? ▪ How can values become stronger in our lives and in the world? 	

YEAR 5

	Unit Title	Knowledge & Key Questions	Specific Resources
Autumn 1	What does it mean if Christians believe God is	<ul style="list-style-type: none"> ▪ Identify some different types of biblical texts, using technical terms accurately ▪ Explain connections between biblical texts and Christian ideas of God, using theological terms 	<ul style="list-style-type: none"> ▪ Selection of Bible texts: Psalm 103 (a prayer of King David), Isaiah 6:1-5, 1 John 4:7-13 ▪ Christian worship songs (mixture of traditional and contemporary): www.praisecharts.com/songs/ccli-top-100-songs/

	<p>holy and loving?</p>	<ul style="list-style-type: none"> Make clear connections between Bible texts studied and what Christians believe about God, for example through how cathedrals are designed Show how Christians put their beliefs into practice in worship Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own 	<ul style="list-style-type: none"> Bbc.in/1psm10q) Images of Cathedrals Art form to reflect and express ideas
		<ul style="list-style-type: none"> What is a divine being? What would a divine being be like? How do what we know from Bible texts compare with our ideas of a divine being? How do texts show God is holy? How do texts show God is loving? What is the difference between being loving and holy? Why it is important for Christians that the God they believe in and worship is not only holy, and not only loving, but holy and loving? What kinds of guidelines for living might non-religious people draw up? How do these compare with Humanist ideas? Do these guidelines reflect more of a 'holy' or a 'loving' response to humanity, i.e. Do they balance justice and mercy? Are they stricter or relaxed, stern or forgiving? How far it is good that there are strict rules and laws in the UK; and how far it is good that people can be forgiven? What are the advantages/disadvantages of having strict rules in a school (for example) or of being in a place where forgiveness is offered? What could the world do with more of? 	
<p>Autumn 2</p>	<p>How is faith expressed in Islam?</p>	<ul style="list-style-type: none"> Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. Tawhid; Prophet Muhammad* as the Messenger, the Qur'an as the message) Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow the example of Muhammad) Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art) Give evidence and examples to show how Muslims put their beliefs into practice in different ways Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Bedfordshire today Consider and weigh up the value of, e.g. Submission, obedience, generosity, self-control and worship in the lives of Muslims today, and articulate responses on how far they are valuable to people who are not Muslims Reflect on and articulate what it is like to be a Muslim in Britain today, giving reasons for their views 	<ul style="list-style-type: none"> Information from 2011 Census- number of Muslims in UK. The 5 Pillars- religious artefacts or images Information about the festival of Eid-ul-Adha Key stories of the prophets Including the sacrifices of Ibrahim Examples of stories and teachings Images of a Mosque including artwork, architecture and activities.

		<ul style="list-style-type: none"> How many Muslims do you think there are in Britain? How many Muslims do you think there are in Bedfordshire? What are the 5 pillars and what do they represent? What is Hajj? Where/ when/ why does it happen? What might the challenges of following the 5 pillars be? How might this make a difference to both an individual and the Muslim community? How are the 5 pillars practised locally? How is the festival of Eid-ul-Adha celebrated? How is the Holy Qur'an significant for Muslims? What are the differences between the Qur'an and other forms of Muslim guidance? What forms of guidance do we turn to when we need guidance or advice? In what ways are these similar or different to the Qur'an for Muslims? How do Muslims' put the Qur'ans words into practise? How does a Mosque reflect Muslim beliefs? 				
Spring 1	What helps Hindu people as they try to be good?	<table border="1"> <tr> <td data-bbox="394 571 1263 1088"> <ul style="list-style-type: none"> Identify and explain Hindu beliefs, e.g. Dharma, karma, samsara and moksha, using technical terms accurately Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha and dharma Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc. Give evidence and examples to show how Hindus put their beliefs into practice in different ways Make connections between Hindu beliefs studied (e.g. Karma and dharma), and explain how and why they are important to Hindus Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view </td> <td data-bbox="1263 571 2132 1088"> <ul style="list-style-type: none"> Key vocabulary cards Story of the man in the well: www.indianetzone.com/50/man_well.htm BBC's My Life, My Religion: Hinduism Online Heart of Hinduism: Iskconeducationalservices.org/hoh/concepts/103.htm </td> </tr> <tr> <td colspan="2" data-bbox="394 1088 2132 1509"> <ul style="list-style-type: none"> Who is Braham and atman? What is karma? How does karma link with samsara? What are the four aims of life according to Hindus? Why is Hindu life like a journey? How does the dharma for these stages help Hindus to be good? How do these compare with duties and responsibilities we have? How do a Hindus values make a difference to Hindu life? Both individually and as a community. How do Hindus make a difference in the worldwide community? How does a Hindu way of life guide them in how they live? E.g. Mahatma Gandhi, Pandurang Shastri Athavale. How do the values of the idea of karma and reincarnation impact the way people live? If no one escapes from this law of justice, how does that change how we view injustice now? </td> </tr> </table>	<ul style="list-style-type: none"> Identify and explain Hindu beliefs, e.g. Dharma, karma, samsara and moksha, using technical terms accurately Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha and dharma Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc. Give evidence and examples to show how Hindus put their beliefs into practice in different ways Make connections between Hindu beliefs studied (e.g. Karma and dharma), and explain how and why they are important to Hindus Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view 	<ul style="list-style-type: none"> Key vocabulary cards Story of the man in the well: www.indianetzone.com/50/man_well.htm BBC's My Life, My Religion: Hinduism Online Heart of Hinduism: Iskconeducationalservices.org/hoh/concepts/103.htm 	<ul style="list-style-type: none"> Who is Braham and atman? What is karma? How does karma link with samsara? What are the four aims of life according to Hindus? Why is Hindu life like a journey? How does the dharma for these stages help Hindus to be good? How do these compare with duties and responsibilities we have? How do a Hindus values make a difference to Hindu life? Both individually and as a community. How do Hindus make a difference in the worldwide community? How does a Hindu way of life guide them in how they live? E.g. Mahatma Gandhi, Pandurang Shastri Athavale. How do the values of the idea of karma and reincarnation impact the way people live? If no one escapes from this law of justice, how does that change how we view injustice now? 	
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RELIGIOUS EDUCATION LONG TERM PLAN

		<ul style="list-style-type: none"> What difference would it make to how they live? Why? 	
Spring 2	<p>How and why do some people inspire others? Examples from religions</p>	<ul style="list-style-type: none"> Explain beliefs about how inspirational people can bring believers closer to God Describe examples of texts or quotes which explain what an ideal way of life might be Compare about different inspiring leaders from different religions Make clear connections between belief about living a good life and the leaders they study Give examples of the impact of faith on life Explain differences between leaders from different religions Raise questions about the concept of ‘inspirational people’, suggesting good answers Explain the importance of role models from different religions Express their own response to the inspiring lives they have studied 	<ul style="list-style-type: none"> Inspiring religious people- images and information about: <ul style="list-style-type: none"> Hindu religion: Pandurang Shastri Athavale (1920–2003) Muslim religion: Malala Yousafzai i Sikh religion: Bhagat Puran Jewish religion: Rabbi Hugo Gryn, Christian religion: Revd Dr Martin Luther King Jr
		<ul style="list-style-type: none"> What does it mean to be inspiring? What does it mean in religion? Who is a non-religious inspiring person? What are the characteristics of a good role model? When considering role models: Did this person follow the teaching of their scriptures? How? Give three or more examples. Does this person encourage others to follow God in their religion? How? Give three examples. What difference did this person make to others? Is there a movement inspired by their life? What is their ‘legacy’? Did this person sum up their vision in some famous sayings or memorable quotes? What do you think of them? 	
Summer 1	<p>How do Christians decide how to live?</p>	<ul style="list-style-type: none"> Identify features of Gospel texts (for example, teachings, parable, narrative) Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts Make clear connections between Gospel texts, Jesus’ ‘good news’ and how Christians live in the Christian community and in their individual lives Make connections between Christian teachings (e.g. About peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives Articulate their own responses to the issues studied, recognising different points of view 	<ul style="list-style-type: none"> Love God and thy neighbour (Matthew 22:36–40) The wise and foolish builders (Matthew 7:24–27). Sermon on the Mount (Matthew 5–7) The Centurion’s Servant (Luke 7:1–10) Examples of Christian prayer www.christianaid.org.uk/whatwedo/ www.leprosymission.org.uk Bit.ly/1ugfgl1 Cpt.org/work

		<ul style="list-style-type: none"> How do the Ten Commandments help Christians to decide how to live? Why did Matthew record these words? Why did Jesus have to teach them? What were people doing? What did the wise and foolish builders learn? So, what is the message for Jesus' listeners? Is it the same message for Christians today? What does Jesus think people are like if he needs to give this sermon? Is he right? In what way was Jesus' view different? If this is 'good news', who is it good news for? What prayers might Christians say on the topics of justice, health, kindness or peace, linking to the Sermon on the Mount? How do these examples put Jesus' teachings into practice? Which examples show Jesus' teaching most clearly? Can pupils work out what it is that helps people to forgive? Why do people try and help others? Which of these examples is the most inspiring to pupils? Are there any practical ways they can help people in need? Should they? 	
Summer 2	What do Christians believe Jesus did to "save" people?	<ul style="list-style-type: none"> Outline the 'big story' of the Bible, explaining how incarnation and salvation fit within it Explain what Christians mean when they say that Jesus' death was a sacrifice Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/the Lord's Supper Show how Christians put their beliefs into practice in different ways Weigh up the value and impact of ideas of sacrifice in their own lives and the world today Articulate their own responses to the idea of sacrifice, recognising different points of view 	<ul style="list-style-type: none"> Mark 14-15 Account of the Holy Week Short extracts: Last Supper, Garden of Gethsemane, Judas' betrayal and arrest, trial, Peter's denial, Pilate, crucifixion, death, burial, resurrection Jesus-story.net/index.htm Examples of Christian churches celebrating Holy Communion Images of the commemoration of twentieth-century martyrs at Westminster Abbey (bit.ly/2lroqcp). www.givingwhatwecan.org www.toilettwinning.org
		<ul style="list-style-type: none"> How do artists portray key Biblical events? How would they sum up the meaning of the story? How might Christians respond to the idea that Jesus sacrificed his life for their sakes? What is a martyr? What kinds of things are people prepared to die for? How much are pupils prepared to sacrifice for something they believe in? What would they sacrifice and for what? What would you be prepared to do to bring health and life to others in need? 	

YEAR 6

Unit Title	Knowledge & Key Questions	Specific Resources
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RELIGIOUS EDUCATION LONG TERM PLAN

Autumn 1	Creation and science: conflicting and complementary?	<ul style="list-style-type: none"> ▪ Identify what type of text some Christians say Genesis 1 is, and its purpose taking account of the context, ▪ Suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations ▪ Make clear connections between Genesis 1 and Christian belief about God as Creator ▪ Show understanding of why many Christians find science and faith go together ▪ Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses ▪ Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views 	<ul style="list-style-type: none"> ▪ Range of text genres ▪ Interpretations of the book of Genesis ▪ The Message translation: bit.ly/2m3tv6m ▪ Scientific account of cosmology (the beginning of the universe) ▪ Theory of Evolution development of living beings) ▪ View of Christian Scientist: www.faradayschools.com/library/video-gallery/ ▪ Bit.ly/1lv1o1G
		<ul style="list-style-type: none"> ▪ What does the story of Genesis mean? ▪ How does it make them feel? ▪ Are there any interesting, puzzling or surprising moments? ▪ Which religious texts contain the creation story? ▪ What is the context of the book of Genesis? ▪ What clues are there to show that this is a poem? If it is, what effect does that have on the meaning? ▪ Why might people disagree about the genre, purpose and meaning of Genesis? ▪ What are the ways in which it could be interpreted? ▪ What are they key messages from the theories of cosmology and evolution? ▪ What are the connections, similarities and differences between Genesis and Science? ▪ How do Christian Scientists make sense of believing in God and doing science? ▪ Creation and science: conflicting or complementary? 	
Autumn 2	Values: what matters most to Humanists and Christians?	<ul style="list-style-type: none"> ▪ Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) ▪ Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen'; Humanists saying people can be 'good without God', and exist without a designer) ▪ Make clear connections between Christian and Humanist ideas about being good and how people live ▪ Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view ▪ Raise important questions and suggest answers about how and why people should be good 	<ul style="list-style-type: none"> ▪ Humans made in the image of God (Genesis 1:28) ▪ Sin (the 'Fall' in Genesis 3) ▪ Key information on Humanists ▪ Humanists UK websites ▪ Humanist 'code for living', e.g. Be honest. Use your mind to think for yourself. Tell the truth. Do to other people what you would like them to do to you. ▪ Good Samaritan (Luke 10:25–37) ▪ Jesus' attitude on the cross (Luke 23:32–35)

		<ul style="list-style-type: none"> Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views 	
		<ul style="list-style-type: none"> What behaviours are bad? Are some worse than others? Why? Why do people do good things and bad things? Are we all a mixture of good and bad? Why do some Christians think this is a good explanation of why humans are good and bad? How would the “code for living” help people to behave? What would a Humanist class, school or town look like? Can these moral ideas be out into practice without divine help? What do big moral concepts (e.g. Fairness, freedom, truth, honesty, kindness, peace) look like in everyday life? What does Jesus mean where he compares actions to fruit? If a person’s intentions are bad, can their actions produce good fruit? Is peace more valuable than money? Is love more important than freedom? Is thinking bad thoughts as bad as acting upon them? What are the similarities and differences between Humanists and Christian values? 	
<p>Spring 1</p>	<p>What will make our community a more respectful place?</p>	<ul style="list-style-type: none"> Explain beliefs about the value of religious and cultural diversity in their local town/community Describe examples of texts which explain why honouring all humans is important in, for example, both Christianity and Islam ☒ compare their ideas about respect for all with those studied Make clear connections between belief in the ‘Golden Rule’ and the needs of a mixed community Give examples of the impact of interfaith work in their community Raise questions about how we can be a more tolerant and respectful community, suggesting answers Explain the importance of tolerance, respect and liberty for all in making a community that is harmonious Give good reasons for their views about harmony in our communities 	<ul style="list-style-type: none"> Religious statistics (see RD staff meeting powerpoint) Images from Faith Trip in Year 5 to refer to as an example of religious harmony The Inter Faith Network or the Luton Peace Walk. Multiple teachings from various religions on dealing with differences, e.g. Responses of respect, tolerance, mutual learning and recognising each other’s spirituality rather than mere argument or even conflict. The Golden Rule from many religions. Scenarios examples in which people choose conflict or acceptance, hostility or tolerance. <p>illustrating the richness of religious diversity of Great Britain and in our own locality).</p>
		<ul style="list-style-type: none"> How religious is the world today? What do statistics suggest? Why are there now 20+ mosques/Islamic centres in Luton, and maybe 40 in Bedfordshire (and nearly 2,000 in the UK), where 50 years ago there were none? Why are there hundreds of churches in Bedfordshire, some of them over 500 years old and some brand new? Are there similarities and/or differences between our local community and the wider national community? Are there tensions between religious communities? Why do they think this is? What is the difference between “all being the same” and “accepting our differences”? Do people from different religions co-operate well in our area? How? Why are conflicts and tensions within religious teachings? How do people deal with difference and conflict? 	

		<ul style="list-style-type: none"> What the similarities and differences living in a plural community and living in a community where almost everyone has similar beliefs and customs? What would make our community more respectful? 	
Spring 2	How does faith enable resilience?	<ul style="list-style-type: none"> Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences Make clear connections between what people believe about God and how they respond to challenges in life (e.g. Suffering, bereavement) Give examples of ways in which beliefs about resurrection/judgement/ heaven/karma/reincarnation make a difference to how someone lives Interpret a range of artistic expressions of the afterlife, offering and explaining different ways of understanding these Offer a reasoned response to the unit question, with evidence and examples, expressing insights of their own 	<ul style="list-style-type: none"> Age related stimuli of suffering or disasters particularly in recent news Clips from religious people on how their religion has helped them to deal with something Story of Job from both Jewish and Christian scriptures- also a Muslim Prophet Concepts of life after death (Christianity, Islam, Hinduism, Buddhists, Secular/non-religious) Examples of prayers, liturgies, meditation texts and songs/hymns shared when someone has died. Examples of ‘art of heaven’
		<ul style="list-style-type: none"> Can any good ever be said to come out of suffering? Does suffering make some people stronger or more loving? How do religions help people to live? How might someone grow through suffering? Can people become strong, more courageous or more merciful because of hard times? Does believing in heaven or paradise make it more possible to bear suffering on Earth? What are the similarities and differences between funeral ceremonies? How do these express different beliefs? How do artworks reflect religious and non-religious beliefs? How do ideas of life after death help people in difficult times? How far does faith enable resilience? How could faith in justice, community or love enable a person to reach out to others and grow through suffering? 	
Summer 1	Why do some people believe in God and some people do not?	<ul style="list-style-type: none"> Define the terms ‘theist’, ‘atheist’ and ‘agnostic’ and give examples of statements that reflect these beliefs Identify and explain what religious and nonreligious people believe about God, saying where they get their ideas from Give examples of reasons why people do or do not believe in God Make clear connections between what people believe about God and the impact of this belief on how they live Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. Some differences in interpreting Genesis) 	<ul style="list-style-type: none"> 2011 UK Census- how many people believe in God Christians who are also scientists: Jennifer Wiseman, John Polkinghorne, Denis Alexander, Russell Stannard. Visitors: Christians, agnostics and atheists

		<ul style="list-style-type: none"> Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not Make connections between belief and behaviour in their own lives, in the light of their learning 	
		<ul style="list-style-type: none"> What is God like according to Christians, Jews and Muslims? Why do so many people believe in God? What do the terms theist, agnostic and atheist mean? What questions do you have about the existence and nature of God? If God exists, what difference would 'he' make to the way people live What do you think is the key reason people don't believe in God? What impact believing in God might make on the way someone lives his or her everyday life? Is faith in God restricting or liberating? How do people respond to God? What are the possible benefits and challenges of believing or not believing in God in Britain today? 	
Summer 2	Justice and poverty: why does faith make a difference?	<ul style="list-style-type: none"> Explain beliefs and teachings about justice from Christian and Muslim texts Compare their ideas about justice and fairness with those studied in Islam and Christianity Make clear connections between belief about justice from sacred texts and the actions of a modern religiously based charity Describe clearly examples of the impact of charitable work in the world today Explain some differences between the two charities Raise questions about charity, justice and the impact of religion and beliefs, suggesting answers Explain the importance of the idea that God loves justice and is just to Muslims and Christians Express their own ideas about justice 	<ul style="list-style-type: none"> Stories and teachings from Islam and Christianity (or other religions and beliefs) which highlight justice and fairness for all people. Christian teachings of Jesus and Paul : <ul style="list-style-type: none"> The Widow's Mite (Mark 12:41–44), The Rich Fool (Luke 12:16–21), Two Great Commandments (Mark 12:28–34), All Equal in Christ (Galatians 3:28), The Fruit of the Holy Spirit (Galatians 5:22). Muslim teachings in the Qur'an and Hadith: Muhammad overcomes hatred with kindness: the woman at the gates of Makkah; the practice of the Third Pillar of Islam – zakah – giving 2.5% of one's wealth to those in need. Qur'anic quotes: 'And be steadfast in prayer and regular in charity. And whatever good you send out before you, you shall find it with Allah: for Allah sees all that you do' (Qur'an 2.110); 'So establish regular prayer and give regular charity; and obey the Apostle; that you may receive mercy.' (Qur'an 24.56); 'For those who give in charity, men and women, and loan to Allah a beautiful loan, it shall be increased manifold (to their credit) and they shall have (besides) a liberal reward' (Qur'an 57.18). Examples of two charities for investigation: www.cinnamonnetwork.co.uk and practicalaction.org

- What is fair and unfair? Linking to wealth and poverty?
- What do both Christians and Muslims believe in reference to this?
- Is it just religious people that are inspired to help others?
- How do charities encourage others to give?
- Can they see any differences between faith-based and other kinds of appeal?
- Is faith likely to make a difference to people's reasons for donating, or their willingness to donate?
- Questions printed for children to investigate: How do they interpret and follow the principles of their worldview? What is the impact of the charities' work? What money do they raise? How do they spend it? What difference do these two charities make? How are they changing the world?
- Have modern societies found other ways of addressing the same problems?
- Are food banks to be welcomed as an opportunity to exercise our generosity, or are there better ways of approaching the issue?
- Does faith make a difference?