

RE long term plan

Key concepts to explore through each enquiry to deepen knowledge

<p><u>Making sense of beliefs</u></p> <p>Identifying and making sense of core religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation</p>	<p><u>Making connections</u></p> <p>Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world.</p>	<p><u>Understanding the impact</u></p> <p>Examining how and why people put their beliefs into action in diverse ways, within their everyday lives, within their communities and in the wider world</p>
---	--	---

Key vocabulary

<u>Christians</u>	<u>Judaism</u>	<u>Islam</u>	<u>Hinduism (KS2)</u>
<p>parents, friends, God, creator, Jesus, Bible, parables, Harvest, Thanksgiving, prayer, worship, testament, Gospels, worship, Holy Week, resurrection, stories told by and about Jesus, Jerusalem rights, responsibilities, baptism, confirmation, marriage,, church, christening, dedication, artefacts, individuality, uniqueness, diversity, appearance, personality, behaviour, forgiveness, love, the birth, life, death and resurrection of Jesus, Advent, Christmas, Epiphany, Lent, Holy Week, Easter, signs, symbols, parables, worship, Trinity, Holy Spirit, Son of God, Christ,</p> <p>rights, responsibilities, baptism, christening, dedication, confirmation, marriage, worship, church, artefacts, Eucharist/Holy Communion, Lord's Prayer, Sunday, pilgrimage, denomination</p> <p>rights, responsibilities, beliefs, individuality, uniqueness, diversity, appearance, personality, behaviour, forgiveness, love, God, Jesus, saints, saintliness</p> <p>esus, liturgical year, Advent, Christmas, Epiphany, Lent, Holy Week, Easter, signs, symbols, denomination, Roman Catholic, Protestant, Orthodox, Ascension</p> <p>God, creator, Jesus, Bible, Testament, Gospels, parables, worship, Trinity, Holy Spirit</p>	<p>Shabbat, Hanukkah, bread, wine, havdalah candle, miracle, hanukiah, dreidel, oil, kosher, synagogue, Torah, kippah, tallit, artefacts</p> <p>Torah, synagogue, worship, commandments, artefacts, the home, festivals, celebrations, special clothing</p> <p>scripture, festivals, celebrations, worship, Torah, Tenakh, Exodus, artefacts</p> <p>od, Torah, covenant, synagogue,</p>	<p>festival, celebration, Eid-ul-Fitr, Eid-ul-Adha, fasting, halal, mosque, Qur'an, artefacts</p> <p>Qur'an, mosque, worship, law, artefacts, the home, festival, celebration, special clothing</p> <p>scripture, festival, celebration, worship, Qur'an, Hadith, Hijra, artefacts</p>	<p>festival, celebration, Diwali, Holi, light, mandir, scripture, artefacts</p> <p>scripture, mandir, worship, artefacts, the home, festival, celebration, special clothing</p> <p>scripture, festival, celebration,</p>

<p>rights, responsibilities, beliefs, individuality, uniqueness, diversity, appearance, personality, behaviour, forgiveness, love, God, Jesus, commandments</p> <p>rights, responsibilities, sacraments, worship, church, artefacts, Lord's Prayer, Sunday, pilgrimage, denomination</p> <p>Jesus, stories told by and about Jesus, Son of God, Christ, Bible, Testament, Gospels, worship, Holy Week, Jerusalem</p> <p>Advent, Christmas, Epiphany, Lent, Holy Week, Easter, signs, symbols, denomination, Roman Catholic, Protestant, Orthodox, Ascension</p> <p>liturgical year, festival, rites of passage/ceremonies that mark transitions in life, signs, symbols, denomination, Roman Catholic, Protestant, Orthodox</p>	<p>commandments</p> <p>Abraham, Moses, rabbi, covenant, synagogue, commandments</p>	<p>Allah, Qur'an, Umma, mosque, shariah</p> <p>Ibrahim, Muhammad, Qur'an, Hadith, mosque, shariah</p>	<p>worship, God, mandir, artefacts</p> <p>Brahman, scripture, karma, samsara, moksha, mandir, pandit</p> <p>India, scripture, pandit, mandir</p>
---	---	---	--

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Spirituality: Where do we belong?	Christianity: Why is Christmas special for Christians?	Christianity: Why is the word 'God' so important to Christians?	Christianity: Why is Easter special to Christians?	Spirituality: What places are special and why?	Spirituality: What times/stories are special and why?
Cycle A	Islam: Who is a Muslim and how do they live?	Christianity: Why does Christmas matter to Christians?	Islam: Who is a Muslim and how do they live? (Part 2)	Christianity: Why does Easter matter to Christians?	Christianity: What is the 'good news' Christians believe Jesus brought us?	Spirituality: What makes some places sacred to believers?
Cycle B	Spirituality: What does it mean to belong to a faith community?	Christianity: What do Christians believe God is like?	Judaism: Who is Jewish and how do they live?		Christianity: Who do Christians say made the world?	Spirituality: How should we care for the world and for others, and why does it matter?
Cycle A	Christianity: What do Christians learn from the Creation story?	Christianity: What is it like for someone to follow God?	Islam: How do festivals and worship show what matters to a Muslim?	Judaism: How do festivals and family life show what matters to Jewish people?	Christianity: What kind of world did Jesus want?	Spirituality: How and why do people try to make the world a better place?
Cycle B	Christianity: What is the 'Trinity' and why is it important to Christians?	Hinduism: What do Hindus believe God is like?	Hinduism: What does it mean to be Hindu in Britain today?	Christianity: Why do Christians call the day Jesus died 'Good Friday'?	Christianity: For Christians, when Jesus left, what was the impact of Pentecost?	Spirituality: How and why do people mark the significant events of life?
Cycle A	Christianity: What does it mean if Christians believe God is holy and loving?	Islam: What does it mean to be a Muslim in Britain today?	Christianity: Why do Christians believe Jesus was the Messiah?	Judaism: Why is the Torah so important to Jewish people?	Christianity: What would Jesus do? Christianity: How can following God bring freedom and Justice?	Spirituality: What matters most to Humanists and Christians?
Cycle B	Christianity: Creation and Science: conflicting or complementary?	Spirituality: Why do some people believe in God and some people not?	Hinduism: Why do Hindus want to be good?	Christianity: What do Christians believe Jesus did to 'save' people? Christianity: What difference does the resurrection make to Christians?	Christianity: For Christians, what kind of king is Jesus?	Spirituality: How does faith help people when life gets hard?

Foundation stage

Guidance

Communication and language

Children will:

Listen with enjoyment to stories, songs and poems from different sources and traditions and respond with relevant comments, questions or actions.

Use talk to organise, sequence and clarify thoughts, ideas, feelings and events; answer “who”, “how” and “why” questions in response to stories, experiences or events from different sources; talk about how they and others show feelings.

Develop their own narratives in relation to stories they hear from different tradition.

Personal, social and emotional development

Children will:

Understand that they can expect others to treat their needs, views, cultures and beliefs with respect.

Work as part of a group, take turns and share fairly, and understand that groups of people, including adults and children, need agreed values and codes of behaviour to work together harmoniously.

Talk about their own behaviour and that of others and its consequences, and know that some behaviour is unacceptable.

Think and talk about issues of right and wrong and why these issues matter.

Respond to significant experiences, showing a range of feelings when appropriate.

Have a developing awareness of their own needs, views and feelings and are sensitive to those of others.

Have a developing respect for their own cultures and beliefs and those of other people.

Show sensitivity to others’ needs and feelings, and form positive relationships.

Understanding the world

Children will:

Talk about similarities and differences between themselves and others, and among families, communities and traditions.

Begin to know about their own cultures and beliefs and those of other people.

Explore, observe and find out about places and objects that matter in different cultures and beliefs.

Expressive arts and design

Children will:

Use their imagination in art, music, dance, play, role-play and stories to represent their own ideas, thoughts and feelings.

Respond in a variety of ways to what they see, hear, smell, touch and taste.

Literacy:

Children will:

Be given access to a wide range of books, poems and other written materials to ignite their interest.

Children will have access to books that explore a range of cultures.

Mathematics

Children will:

Recognise, create and describe some patterns and sort and order objects simply.

People, Cultures and Communities

- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories and non-fiction texts

EYFS	Identity and Diversity	Sustainable Development	Peace and Conflict
	Spirituality: Where do we belong?	Christianity: Why is the word 'God' so important to Christians?	Spirituality: What places are special and why?
	Christianity: Why is Christmas special for Christians?	Christianity: Why is Easter special to Christians?	Spirituality: What times/stories are special and why?

Key Stage 1

<p><u>Northumberland SACRE objectives</u></p> <p><u>Christians</u> 1.1 What do Christians believe God is like? [God] 1.2 Who do Christians say made the world? [Creation] 1.3 Why does Christmas matter to Christians? [Incarnation] 1.4 What is the ‘good news’ Christians believe Jesus brings? [Gospel] 1.5 Why does Easter matter to Christians? [Salvation]</p> <p><u>Muslims</u> 1.6 Who is a Muslim and how do they live? [God/ Tawhid / ibadah/ iman]</p> <p><u>Jews</u> 1.7 Who is Jewish and how do they live? [God/Torah/People]</p>	<p><u>Guidance</u></p> <p>Pupils can: <u>Element 1</u> Identify core beliefs and concepts studied and give a simple description of what they mean Give examples of how stories show what people believe (e.g. the meaning behind a festival) Give clear, simple accounts of what stories and other texts mean to believers</p> <p><u>Element 2</u> Give examples of how people use stories, texts and teachings to guide their beliefs and actions Give examples of ways in which believers put their beliefs into practice</p> <p><u>Element 3</u> Think, talk and ask questions about whether the ideas they have been studying, have something to say to them Give a good reason for the views they have and the connections they make</p>
---	--

Cycle A	Power and Governance	Sustainable development	Peace and conflict
	<p>Islam: Who is a Muslim and how do they live?</p> <p><u>Key questions:</u> What do Muslims think about God? Who was the prophet Muhammad and why is he important to Muslims?</p>	<p>Islam: Who is a Muslim and how do they live? (Part 2)]</p> <p><u>Key questions</u> What can people learn from Muslim holy words? What difference does worshipping God make to Muslims?</p>	<p>Christianity: What is the ‘good news’ Christians believe Jesus brought us?</p> <p><u>Key questions</u> What link is there between ‘gospel’ and good news? What do Bible texts mean to Christians? How do Christians follow teachings? Does Jesus’ good news only affect Christians?</p>
	<p>Christianity: Why does Christmas matter to Christians?</p> <p><u>Key questions:</u> What is the Nativity story? Why is Jesus’ birth important to Christians? How do we know the Nativity story? What is the Nativity story? (Recap) What are you thankful for this Christmas?</p>	<p>Christianity: Why does Easter matter to Christians?</p> <p><u>Key questions</u> What is ‘incarnation’ and ‘salvation’? What is the Easter story? How do Jesus teach Christians to behave?</p>	<p>Spirituality: What makes some places sacred to believers?</p> <p><u>Key questions</u> Where is a sacred place for believers to go? Which place of worship is sacred for Christians? Which place of worship is sacred for Jewish people? Which place of worship is sacred for Muslims? How are sacred places similar/different?</p>

Cycle B	Identity and Diversity	Social Justice	Globalisation and Interdependence
	<p>Spirituality: What does it mean to belong to a faith community?</p> <p>Key questions: Is every person valuable? How do Christians welcome a new baby? How do Muslims welcome a new baby? How do some people show they belong to one another? What matters about being in a community?</p>	<p>Judaism: Who is Jewish and how do they live?</p> <p>Key questions: What is precious to Jewish people? What does a mezuzah remind Jewish people about? How and why do Jewish people celebrate Shabbat? What stories do Jewish people tell from the Jewish bible? What does the story of Chanukah make us think about? What do Jewish people think about miracles at Chanukah?</p>	<p>Christianity: Who do Christians say made the world?</p> <p>Key questions: What does creation mean? What is the Creation story? What does the story tell Christians about God, Creation and the world? What do Christians do to say thank you to God for the Creation? How can we describe our world?</p>
	<p>Christianity: What do Christians believe God is like?</p> <p>Key questions: What is a parable? Why is the story of the Lost Son important to Christians? Can we learn anything from the story? How do Christians show that God is loving and forgiving? How do Christians put their beliefs into practice in worship?</p>		<p>Spirituality: How should we care for the world and for others, and why does it matter?</p> <p>Key questions: What do Christian, Jewish and non-religious people believe about caring for people? How do some religious and non-religious people show they care for people? What stories do Christians and Jewish people tell about the beginning of the world and how to treat it?</p>

Key Stage 2

<p><u>National Curriculum objectives</u></p> <p><u>LKS2</u> <u>Christianity</u> L2.1 What do Christians learn from the creation story? [Creation/Fall] L2.2 What is it like for someone to follow God? [People of God] L2.3 What is the 'Trinity' and why is it important for Christians? [God/ Incarnation] L2.4 What kind of world did Jesus want? [Gospel] L2.5 Why do Christians call the day Jesus died 'Good Friday'? [Salvation] L2.6 For Christians, what was the impact of Pentecost? [Kingdom of God]</p> <p><u>Hinduism</u> L2.7 What do Hindus believe God is like? [Brahman/ atman] L2.8 What does it mean to be Hindu in Britain today? [Dharm]</p>	<p><u>Guidance</u></p> <p><u>Pupils can (LKS2)</u> <u>Element 1</u> identify and describe the core beliefs and concepts studied make clear links between texts/ sources of authority and the core concepts studied offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers</p> <p><u>Element 2</u> make simple links between stories, teachings and concepts studied and how people live, individually and in communities describe how people show their beliefs in how they worship and in the way they live identify some differences in how people put their beliefs into practice</p>
--	--

<p><u>Islam</u> L2.9 How do festivals and worship show what matters to a Muslim? [Ibadah]</p> <p><u>Judaism</u> L2.10 How do festivals and family life show what matters to Jewish people? [God/Torah/People]</p> <p><u>UKS2</u> <u>Christianity</u> 2.1 What does it mean if Christians believe God is holy and loving? [God] U2.2 Creation and science: conflicting or complementary? [Creation] U2.3 Why do Christians believe Jesus was the Messiah? [Incarnation] U2.4 How do Christians decide how to live? 'What would Jesus do?' [Gospel] U2.5 What do Christians believe Jesus did to 'save' people? [Salvation] U2.6 For Christians, what kind of king is Jesus? [Kingdom of God]</p> <p><u>Hinduism</u> 2.7 Why do Hindus want to be good? [Karma/dharma/samsara/ moksha]</p> <p><u>Islam</u> 2.8 What does it mean to be a Muslim in Britain today? [Tawhid/iman/ibadah]</p> <p><u>Judaism</u> U2.9 Why is the Torah so important to Jewish people? [God/Torah]</p>	<p><u>Element 3</u> make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live give good reasons for the views they have and the connections they make</p> <p>Pupils can (UKS2) <u>Element 1</u></p> <p><u>Element 2</u></p> <p><u>Element 3</u></p>
--	--

LKS2 Cycle A	Peace and Conflict	Sustainable development	Globalisation and interdependence
	<p>Christianity: What do Christians learn from the Creation story?</p> <p><u>Key Questions:</u> What is the bible's 'big story'? If God is Creator, what kind of God must God be? What can we learn from Genesis 1? How good and clever is creation/the natural world? What do Christians do because they believe God is the creator? How is the creation story important for Christians today?</p>	<p>Islam: How do festivals and worship show what matters to a Muslim?</p> <p><u>Key Questions:</u> What do we already know about Muslims and Islam? What does the opening chapter of the Qur'an teach Muslims about God? Why does prayer matter to Muslims? Why is the mosque a special place for Muslims? Why do Muslims celebrate at the end of Ramadan? How do festivals and worship show what matters to a Muslim? What can I learn from this?</p>	<p>Christianity: What kind of world did Jesus want?</p> <p><u>Key Questions:</u> What is a gospel? What can we learn from the story of the calling of the first disciples? How do Christians today try to follow Jesus? What do Jesus' actions towards the leper mean to Christians? How do Christians try to show love to all?</p>

	<p>Christianity: What is it like for someone to follow God?</p> <p>Key Questions: What is the story of Noah? What responsibilities do the people of God have? What was God’s covenant with Noah? What does the story of Noah teach us about how we should live in school and the wider world? How are the promises made in the story of Noah and promises at a Christian wedding ceremony similar? What was it like for Noah and his family to follow God?</p>	<p>Judaism: How do festivals and family life show what matters to Jewish people?</p> <p>Key Questions: What is worth celebrating? What do Jewish families celebrate every week? Why do Jewish people celebrate Rosh Hashanah and Yom Kippur? Why is Pesach important for Jews? Why are commandments and blessings important to Jewish people?</p>	<p>Spirituality: How and why do people try to make the world a better place?</p> <p>Key Questions: How can the ‘golden rule’ help people to make the world a better place? Repairing the world, rescuing the Earth: what can we learn from this Jewish idea? Who is inspired by Jesus’ example of sacrifice? Find out about an inspiring Christian person How do Muslims try to make the world a better place? How do non-religious people try to make the world a better place? Will we all be world-changers? How can we each make the world ‘a better place’?</p>
LKS2 Cycle B	Social Justice and Equity	Identity and Diversity	Sustainable development
	<p>Christianity: What is the ‘Trinity’ and why is it important to Christians?</p> <p>Key Questions: What is the gospel? What is baptism? What is the Trinity? How do Christians show their belief? What does the bible tell us about god?</p>	<p>Hinduism: What does it mean to be Hindu in Britain today?</p> <p>Key Questions: How do Hindus show their faith within their families? How do Hindus show their faith within their family communities? How does the way Hindus show their faith differ in Britain to India? What do dharma, Sanatan Dharma and Hinduism mean? Is taking part in family and community rituals a good thing for Hindus?</p>	<p>Christianity: For Christians, when Jesus left, what was the impact of Pentecost?</p> <p>Key Questions: What are the links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth? What does Pentecost mean to Christians now? How does the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God influence the way Christians live their lives? What do people believe about following God in the world today?</p>
	<p>Hinduism: What do Hindus believe God is like?</p> <p>Key Questions: How do Hindus describe god?</p>	<p>Christianity: Why do Christians call the day Jesus died ‘Good Friday’?</p> <p>Key Questions:</p>	<p>Spirituality: How and why do people mark the significant events of life?</p> <p>Key Questions:</p>

	<p>What do Hindus believe about god? What Hindu stories are there? How do Hindus live? How do Hindus worship? What do Hindus believe about values?</p>	<p>Where does Salvation fit in the 'big story'? What do the texts about the entry into Jerusalem, and the death and resurrection of Jesus mean for Christians? How do Christians mark the Easter events in their church communities? How do Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship?</p>	<p>What are ceremonies of commitment and what do they mean for religious and non-religious people? What happens during a ceremony of commitment? (baptism, marriage etc) How do people of different religious traditions show their beliefs about love and commitment? How are ceremonies of commitment celebrated? Are ceremonies of commitments valuable today?</p>
UKS2 Cycle A	Social Justice and Equity	Identity and Diversity	Globalisation and interdependence Power and Governance
	<p>Christianity: What does it mean if Christians believe God is holy and loving? Key Questions What do different biblical texts say about God? What does God hate? What do cathedrals show about what Christians believe about God? How do Christians put their beliefs into practice in worship? How do Biblical teachings about God as holy and loving make a difference in the world today?</p>	<p>Christianity: Why do Christians believe Jesus was the Messiah</p>	<p>Christianity: What would Jesus do? Christianity: How can following God bring freedom and Justice?</p>
	<p>Islam: What does it mean to be a Muslim in Britain today? Who are the Muslims in your region? What helps Muslims through the journey of life? Why is Zakah/charity important to Muslims? Why do Muslims want to go on pilgrimage? Where do Muslims get guidance for living? What does it mean to be a Muslim in Britain today?</p>	<p>Judaism: Why is the Torah so important to Jewish people? What can we find out about Jewish communities in the Midlands and further afield? What do Jews believe about God? How do Jews remember their beliefs about God? What is a Sefer Torah and how is it used? Are there particular laws that Jewish people need to follow? What happens during worship at a synagogue?</p>	<p>Spirituality: What matters most to Humanists and Christians?</p>
UKS2 Cycle B	Peace and Conflict	Sustainable development	Human rights
	<p>Christianity: Creation and Science: conflicting or complementary?</p>	<p>Hinduism: Why do Hindus want to be good?</p>	<p>Christianity: For Christians, what kind of king is Jesus?</p>

<p>Key Questions: What is the 'big story' about Creation? What type of text is Genesis 1 and what is its purpose? Why might we interpret Genesis 1 in different ways? How can science and faith go together?</p>	<p>Key Questions: What is Brahman? What is atman? What can be learned about atman through a Hindu story? Samsara: why is atman important? What else is important? How does dharma affect the way someone might live their life? What examples does Ghandi set about how to live life? Why do Hindus try to be good?</p>	<p>Key Questions: What is the connection between biblical texts and the Kingdom of God? In what different ways can we interpret biblical texts? How do Christians put their beliefs into practice in different ways? How can we learn from Christian ideologies?</p>
<p><u>Spirituality: Why do some people believe in God and some people not?</u></p> <p>Key Questions: How many people believe in God? Is God real? What do people think? Why do people believe or not believe in God? What do people say about science and believing in God? What impact does believing in God have on how people think and live?</p>	<p><u>Christianity: What do Christians believe Jesus did to 'save' people?</u></p> <p>Key Questions: How does Salvation and Incarnation fit into the 'big story'? Why do Christians consider Jesus' death a sacrifice? How does Holy Communion link to the death of Jesus? How do Christians put their beliefs into practice? What difference does Jesus' example make to the world?</p> <p><u>Christianity: What difference does the resurrection make to Christians?</u></p> <p>Key Questions: What is the Resurrection to Christians? What are some key Christian concepts? What is the meaning of Good Friday and Easter Sunday? How does the story of the Resurrection inspire people? How can we use the story of the Resurrection to help us today?</p>	<p><u>Spirituality: How does faith help people when life gets hard?</u></p> <p>Key Questions: What is life like? Exploring the ups and downs What questions have you got about what happens when we die? What is Christian teaching about life after death? Why do some people believe that we do not only live once? What is reincarnation? How do Christians mark when someone dies? What do people who don't believe in God think happens when we die? What different ideas are there about what happens when we die? What do I believe?</p>