

Religious Education: Foundation Stage

Knowledge

FS2	<p>Autumn 1 Being Special – Where do we belong?</p> <ul style="list-style-type: none"> • What makes us feel special? • Why do many Christians believe children are special to God? • How are children welcomed into the Christian family? • How are some babies welcomed into the Muslim tradition? • How do Hindu brothers and sisters show love for each other at a festival? 	<p>Autumn 2 Why is Christmas special to Christians?</p> <ul style="list-style-type: none"> • What did we look like when we were babies? • What is the Christmas story? • What do Tom and Tessa do at a Church at Christmas? • What songs do people sing at Christmas? • What gifts do people give at Christmas? • What can we learn by visiting a Church at Christmas? 	<p>Spring 1 Who is the word God so important to Christians?</p> <ul style="list-style-type: none"> • What does the word 'God' mean? • Which people believe in God? • What is amazing about the world? • What is the story that Christians and Jews use to think about the creator? • What do Christians and other people think about the world and how we should treat it? 	<p>Spring 2 Why is Easter special to Christians?</p> <ul style="list-style-type: none"> • What happened on Palm Sunday? • What objects are linked to Easter? • What does 'new life' mean? • What artefacts/objects can we make linked to Easter? • What parts of Easter celebrations are most special to Christians? 	<p>Summer 1 What places are special and why?</p> <ul style="list-style-type: none"> • Where is special to me? • Where is a special place for Christians to go? • What makes a Church special to Christians? • Where is a holy place for Muslims to go? • What makes a Mosque holy for Muslims? • How are a Church and a Mosque similar/different? 	<p>Summer 2 What times/stories are special and why?</p> <ul style="list-style-type: none"> • What is your favourite story? What do you like about it and why? • What stories do you know that are special to Christians? • What stories are special to Christians and Jews? • What story shows Jesus being a friend and caring for others? • What stories are special to Muslims? • What is the holy book for Muslims? • What are similarities and differences between these special stories?
	Key Skills					

- Investigating: Asking relevant questions
- Reflecting: Reflecting on religious beliefs and practises, reflecting on own experiences from visiting a place of worship
- Expressing: Explaining practises they may have seen
- Interpreting: Drawing meaning from artefacts and visits
- Empathising: Considering the thoughts and feelings and beliefs of others, seeing the world through the eyes of another
- Applying: Using RE learning in new situations
- Analysing: Distinguishing between the features of different religions

Religious Education Long Term Plan: Year 1

Knowledge

<p>Autumn 1 What does it mean to belong to a faith community?</p> <ul style="list-style-type: none"> • How do Christians/Muslims/Jews show they belong? • Is every person valuable? • How do Christians welcome a new baby? • How do Muslims welcome a new baby? • How do people show they love and belong to one another? • What matters about being in a community? 	<p>Autumn 2 Why does Christmas matter to Christians?</p> <ul style="list-style-type: none"> • If Jesus was born in 2022, what would his room look like? • What bedroom did Jesus actually get? • What do Christmas cards show about birth of Jesus? • What is advent? • How do people show gratitude at Christmas? • Why does Christmas matter to Christians? 	<p>Spring 1 Who is Jewish and how do they live?</p> <ul style="list-style-type: none"> • What special objects might we find in Jewish homes? • What is inside a Mezuzah? • Why do Jewish people put Mezuzot on the doorposts of their houses? • Why do Jewish people have a Shabbat each week? • What happens on a Friday night? • How do people spend their time during Shabbat? 	<p>Spring 2 Who is Jewish and how do they live?</p> <ul style="list-style-type: none"> • What can we learn from David and Goliath? • What can we learn from the story of Chanukah? • How do Jewish people celebrate Chanukah? • What is important during Chanukah? • What brilliant questions can we ask about Chanukah? • What do we know about Judaism that we didn't know before? 	<p>Summer 1 Who do Christians say made the world?</p> <ul style="list-style-type: none"> • What is a creator? • What is the story of Genesis? • How do Christians give thanks to God? • How do we look after the world? (God's creation) • What is the best thing about our world? 	<p>Summer 2 How should we care for the world and others and why does this matter?</p> <ul style="list-style-type: none"> • Is each person unique and important? • Why should we care? • How can we build someone up? • How do Christians and Jews look after those who need help? • How should we treat our world? • The world is broken – what does this idea mean to Christians and Jews?
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Key Skills

- Investigating: Asking relevant questions, know how to use a wide range of resources as a way of gathering information
- Reflecting: Reflecting on religious beliefs and practises, reflecting upon experiences
- Expressing: Identifying matters of concern
- Interpreting: Suggesting meanings of religious texts
- Empathising: Develop the power of imagination to identify feelings such as wonder

Religious Education Long Term Plan: Year 2

Knowledge

<p>Autumn 1 Who is a Muslim and how do they live?</p> <ul style="list-style-type: none"> •What is a Muslim? •What do Muslims believe about God? •Who was the Prophet Muhammad and why is he important to Muslims? •What can people learn from Muslim holy words? •What difference does worshipping God make to Muslims? 	<p>Autumn 2 What do Christians believe God is like?</p> <ul style="list-style-type: none"> •What is the story of the Lost Son? •Is God like a father? How? •What is the meaning behind the parable of 'The Lost Son'? •How do Christians show they love God? •What happens in school if you do something wrong? 	<p>Spring 1 Who is Muslim and how do they live?</p> <ul style="list-style-type: none"> •Recall – what is a Muslim? •What are the words of the Shahadah and why are they important to Muslims? •Why are stories of the Prophet important in Islam? 	<p>Spring 2 Why does Easter matter to Christians?</p> <ul style="list-style-type: none"> •What is the story of Holy Week? •What were the emotions of Jesus' followers during Holy Week? •What does new life mean? •How do Churches celebrate different parts of Holy Week? •Is it helpful to believe that there is life after death? 	<p>Summer 1 What is the 'good news' Christians believe Jesus brings?</p> <ul style="list-style-type: none"> •Was Jesus a friend to the friendless? •Do we need to forgive? What did Jesus teach us? •How do Christians bring 'good news' to others? •How do Christians love God and their neighbour? •How do Christians put beliefs of forgiveness and peace in a Church? 	<p>Summer 2 What makes some places sacred to believers?</p> <ul style="list-style-type: none"> •Which places are important to me? Where is a sacred place for believers to go? •Which place of worship is sacred for Christians? •What place of worship is sacred for Jewish people? •Which place of worship is sacred for Muslims? •How are places of worship similar and different? Why are places of worship important in our community?
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Key Skills

- Investigating: Asking relevant questions, ask increasingly deep and complex questions about religion
- Reflecting: Reflecting on religious beliefs and practises, respond sensitively
- Expressing: Explaining rituals, ceremonies and practises, explain what words and actions might mean to believers, clarify and analyse with growing confidence aspects of religion which they find valuable or interesting.
- Interpreting: Drawing meaning from artefacts, say what an object or symbol or words mean
- Applying: See aspects and links with other religions
- Analysing: Join in discussion about issues arising from the study of religion

Religious Education Long Term Plan: Year 3

Knowledge

<p>Autumn 1 What do Christians learn from the creation story?</p> <ul style="list-style-type: none"> • What is the creation story? What do Christians learn from the story? • What is the story of 'The Fall' and its meaning? • What are the Ten Commandments and why are they important to Christians? • What do Christians do to say they are sorry? • How do Christians look after the world that God created? • What can we do to look after our world? 	<p>Autumn 2 What is it like for someone to follow God?</p> <ul style="list-style-type: none"> • What is the Old and New Testament? • What qualities did Noah have for God to choose him? • What was God's covenant with Noah? • What promises are given at a wedding? How do these relate to Noah's story? • What promises do other people make? • What is it like to follow God? 	<p>Spring 1 How do festivals and family life show what matters to a Muslim?</p> <ul style="list-style-type: none"> • What do we already know about Muslims and Islam? • Why is the Mosque a special place for Muslims? • What is Ramadan? • Why do Muslims celebrate at the end of Ramadan? • How do festivals and worship show what matters to Muslims? 	<p>Spring 2 How do festivals and family life show what matters to a Jewish person?</p> <ul style="list-style-type: none"> • What can we learn about the Shabbat? • Why do Jewish people celebrate Rosh Hashanah and Yom Kippur? • Why is Pesach important to Jews? 	<p>Summer 1 What kind of world did Jesus want?</p> <ul style="list-style-type: none"> • What is the story of the first disciples? • What does the word 'gospel' mean? • What are 'fishers of people'? • How did Jesus love the vulnerable? • How are Christians making the type of world Jesus wanted? • What type of world do you think Jesus wanted? • What are the most important things all people can do to make the world a better place? 	<p>Summer 2 How and why do people try to make the world a better place?</p> <ul style="list-style-type: none"> • What is wrong with the world? • How can the 'Golden Rule' help people work out how to make the world a better place? • What can we learn about the Jewish idea of 'repairing the world, rescuing the earth'? • Who was Mother Theresa? • How do Muslims try to make the world a better place? • Will we all be 'world changers'?
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Key Skills

- Investigating: Asking relevant questions, use a widening range of sources to pursue answers, knowing how to use different types of sources as ways of gathering information
- Reflecting: Reflecting on religious beliefs and practises,
- Expressing: Explaining practises, explain what words and actions might mean to believers, articulate their own reactions and ideas about religious questions and practices, clarify and analyse with growing confidence aspects of religion which they find valuable or interesting.
- Interpreting: Drawing meaning from artefacts, say what an object means or explain a symbol
- Empathising: Consider the thoughts, feelings, experiences, attitudes, beliefs, and values of other, seeing the world through the eyes of others, and to see issues from their point of view, deepening understanding of beliefs and practices.
- Applying: See links and make simple connections between aspects of religion, apply learning from one religious context to new contexts with growing awareness and clarity.
- Analysing: See what kinds of reasons are given to explain religious aspects of life
- Synthesising: Notice similarities between stories and practices from other religions, use general words to describe a range of religious practice and teaching

Religious Education Long Term Plan: Year 4

Knowledge

<p>Autumn 1 What is the trinity and why is it important to Christians?</p> <ul style="list-style-type: none"> • Was Jesus baptised? • What is the trinity? • How do Christians feel about 'The Grace' and why? • How does a Baptism link to the trinity? • How can you see God as three in one? 	<p>Autumn 2 What do Hindus believe God is like?</p> <ul style="list-style-type: none"> • What do Hindu stories and symbols show about belief in Brahman? • How many Gods are there in popular Hinduism? • What does the Trimurti represent? • What do Hindu deities show about Brahman? • What can we find out about Hindu worship in the home? • How does the Diwali story link to a Hindu deity? 	<p>Spring 1 What does it mean to be Hindu in Britain today?</p> <ul style="list-style-type: none"> • How do Hindus show their faith at home? • What are some Hindu beliefs shown at home? • How do Hindus show their faith in the community? • How do Hindus celebrate Diwali today? • What is it like to be Hindu in Britain today? 	<p>Spring 2 Why do Christians call the day Jesus died 'Good Friday'?</p> <ul style="list-style-type: none"> • What can we recall about Holy week? • How did Mary feel after the events of Holy week? • What do different churches do for Palm Sunday, Good Friday and Easter Sunday? • What does Salvation mean and how does it link to Holy Week? • Why do stories about Easter still provoke emotion in Christians today? 	<p>Summer 1 For Christians, when Jesus left, what was the impact of the Pentecost?</p> <ul style="list-style-type: none"> • What is the story of the Pentecost? • What is the Christian belief of 'Kingdom of God' on earth? • What is the Holy Spirit? • What does the Pentecost mean to Christians now? • What do Christians believe the Kingdom of God should look like? • What do Churches do to celebrate Pentecost? 	<p>Summer 2 How and why do people mark the significant events in life?</p> <ul style="list-style-type: none"> • What is the significance of Baptism to Christians? • What ceremonies do Hindus mark in the journey of life? • Why do people choose to get married? • What do wedding ceremonies show us about commitment, love and promise?
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Key Skills

- Investigating: Asking relevant questions, use a widening range of sources to pursue answers
- Reflecting: Reflecting on religious beliefs and practises,
- Expressing: Explaining rituals, ceremonies and practises, explain what words and actions might mean to believers, articulate their own reactions and ideas about religious questions and practices, clarify and analyse with growing confidence aspects of religion which they find valuable or interesting.
- Interpreting: Drawing meaning from artefacts, say what an object means or explain a symbol
- Empathising: Consider the thoughts, feelings, experiences, attitudes, beliefs, and values of other, seeing the world through the eyes of others, and to see issues from their point of view, deepening understanding of beliefs and practices.
- Applying: See links and make simple connections between aspects of religion, apply learning from one religious context to new contexts with growing awareness and clarity. Making the association between religions and individual community, national and international life
- Analysing: See what kinds of reasons are given to explain religious aspects of life, recognising distinctiveness of religious ways of life
- Synthesising: Notice similarities between stories and practices from other religions, use general words to describe a range of religious practice and teaching, linking significant features of religion together in a coherent pattern

Religious Education Long Term Plan: Year 5

Knowledge

<p>Autumn 1 What does it mean if Christians believe God is holy and loving?</p> <ul style="list-style-type: none"> • What is a divine being? • What does Psalm 103 and Isaiah 6:1-5 tell us about God? • How do different parts of a Cathedral express idea about God as Holy and Loving? • Why is it important for Christians that the God they believe in is holy AND loving? • How do Christians put their beliefs and practice into worship? 	<p>Autumn 2 What does it mean to be Muslim in Britain today?</p> <ul style="list-style-type: none"> • What is a Muslim? Who are the Muslims in our region? • What helps Muslims through the journey of life? • What is the festival Eid- Ul-Adha? • Why do Muslims want to go on a pilgrimage? • What is the significance of the Holy Qur'an for Muslims? • What does it mean to be Muslim in Britain today? 	<p>Spring 1 Why do Christians believe Jesus was the Messiah?</p> <ul style="list-style-type: none"> • What kind of person is needed when people need help? • What qualities would a Saviour need? • Was Jesus the hoped for Messiah? • What is the true meaning of Christmas? • How can a Christian's life be transformed by following Jesus? 	<p>Spring 2 Why is the Torah important to Jewish people?</p> <ul style="list-style-type: none"> • What can we find out about Jewish communities in the North East? • What is a Sefer Torah and how is it used? • How do Jews treat the Sefer Torah? • How might the words of the Torah affect what a Jewish person eats? • Can I compare two synagogues? 	<p>Summer 1 Christians and how to love: What would Jesus do?</p> <ul style="list-style-type: none"> • What would Jesus do? • What was Jesus do about prayer today? • What would Jesus do about ill health? • Can Jesus' good news make a difference to life today and in the future? • Why be generous? What would Jesus do? 	<p>Summer 2 What matters most to Humanists and Christians?</p> <ul style="list-style-type: none"> • What are rules? Do we need them? Why do people break them? • Who is a Humanist? • What values matter most to Christians? How does it show? • What are the main agreements and disagreements about values between Humanists and Christians? • Can we create a code of living that will help the world?
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Key skills

- Investigating: Use a widening range of source to pursue answers, focus on selecting and understanding relevant sources to deal with religious and spiritual questions with increasing insight and sensitivity.
- Reflecting: Reflecting on religious beliefs and practises, reflect upon feelings, relationships and experiences, thinking and speaking carefully about religious and spiritual topics.
- Expressing: Explaining rituals, ceremonies and practises, explain what words and actions might mean to believers, articulate their own reactions and ideas about religious questions and practices, clarify and analyse with growing confidence aspects of religion which they find valuable or interesting.
- Interpreting: Drawing meaning from artefacts, say what an object means or explain a symbol, suggesting meanings of religious texts.
- Empathising: Consider the thoughts, feelings, experiences, attitudes, beliefs, and values of other, seeing the world through the eyes of others, and to see issues from their point of view, deepening understanding of beliefs and practices.
- Applying: See links and make simple connections between aspects of religion, apply learning from one religious context to new contexts with growing awareness and clarity, make increasingly subtle and complex links between religious material and their own ideas
- Analysing: See what kinds of reasons are given to explain religious aspects of life, distinguish between opinion, belief and fact, distinguish between the features of different religions and recognise similarities and distinctiveness of religious ways of life.
- Synthesising: Notice similarities between stories and practices from other religions, use general words to describe a range of religious practice and teaching
- Evaluating: Describe how religious people show the importance of symbols, key figures, text or stories, debating issues of religious significance with reference to experience, evidence and argument, draw conclusions which are balanced, and related to evidence, dialogue and experience

Religious Education Long Term Plan: Year 6

Knowledge

<p>Autumn 1 Creation vs Science: Conflicting of complimentary?</p> <ul style="list-style-type: none"> •What does Genesis 1: 1- 2:3 tell us? What type of text is it and what is its purpose? •What arguments are there for and against the story of Genesis? •What is cosmology and evolution? •What questions do we have about the Genesis text and the beginnings of the universe? •Are some scientists Christians? How do they reconcile their faith with their professional work? •Is creation vs science complementary or conflicting? 	<p>Autumn 2 Why do some people believe in God and some do not?</p> <ul style="list-style-type: none"> •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 the way people live and think? 	<p>Spring 1 Why do Hindus want to be good?</p> <ul style="list-style-type: none"> •What is Brahman? •Who is Atman? •Samsara- why is Atman important? •How does Dharma affect the way someone lives their life? •What example does Ghandi set about how to live? •Why do Hindus try to be good? 	<p>Spring 2 What do Christians believe Jesus did to save people?</p> <ul style="list-style-type: none"> •What happened in Holy Week? •Was Jesus' death a sacrifice? •What is the celebration of the communion/the Lord's Supper? •What would you sacrifice and what for? •Is sacrifice necessary to make the world a better place? 	<p>Summer 1 For Christians, what kind of King is Jesus?</p> <ul style="list-style-type: none"> •What would a better world look like? •Who has made a difference to this world? •What is the concept of 'Kingdom of God'? •How do Christians put their beliefs into practise? •What kind of world did Jesus want? •What kind of King is Jesus? 	<p>Summer 2 How does faith help people when life gets hard?</p> <ul style="list-style-type: none"> •What is life like? Exploring the ups and downs •What questions have you got about what happens when we die? •What is reincarnation? •How to Christians mark when someone has died? •What different ideas are there about what happens when we die?
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Key Skills

- Investigating: Use a range of source to pursue answers, focus on selecting & understanding relevant sources to deal with religious & spiritual questions with increasing insight & sensitivity.
- Reflecting: Reflecting on religious beliefs and practises, reflect upon feelings, relationships and experiences, thinking and speaking carefully about religious and spiritual topics.
- Expressing: Explaining rituals, ceremonies and practises, explain what words and actions might mean to believers, articulate their own reactions and ideas about religious questions and practices, clarify and analyse with growing confidence aspects of religion which they find valuable or interesting.
- Interpreting: Drawing meaning from artefacts, say what an object means or explain a symbol, suggesting meanings of religious texts.
- Empathising: Consider the thoughts, feelings, experiences, attitudes, beliefs, and values of other, seeing the world through the eyes of others, and to see issues from their point of view, deepening understanding of beliefs and practices.
- Applying: See links and make simple connections between aspects of religion, apply learning from one religious context to new contexts with growing awareness and clarity, make increasingly subtle and complex links between religious material and their own ideas
- Analysing: See what kinds of reasons are given to explain religious aspects of life, distinguish between opinion, belief and fact, distinguish between the features of different religions and recognise similarities and distinctiveness of religious ways of life.
- Synthesising: Notice similarities between stories and practices from other religions, use general words to describe a range of religious practice and teaching
- Evaluating: Describe how religious people show the importance of symbols, key figures, text or stories, debating issues of religious significance