

## KS2 LONG TERM RE PLAN

### Key questions & related syllabus questions

#### Oxfordshire Agreed Syllabus Themes and Questions

YEAR 3	Key Questions	Faith(s) /Themes
Unit 1 Autumn 1	<b>Do Christians have to take communion?</b>	<b>Christianity/Worship/Communion</b>
<p><i>h) How do religious families and communities practice their faith and how is this seen in local communities?</i>  <i>e) How are religious and spiritual ideas expressed and why is literal language not adequate?</i>  <i>c) In what different ways do people worship and what difference does this make in their lives?</i></p>		
Unit 2 Autumn 2	<b>Is light a good symbol for celebration?</b>	<b>Hindu/Christianity/Judaism/ Advent/Divali/Chanukah</b>
<p><i>c) In what different ways do people worship and what difference does this make in their lives?</i>  <i>d) What makes some occasions in life significant and how and why are these recognised and celebrated?</i>  <i>h) How do religious families and communities practice their faith and how is this seen in local communities?</i></p>		
Unit 3 Spring 1	<b>Is a Jewish /Hindu child free to choose how to live?</b>	<b>Judaism/Hindu/Belief/Commandments</b>
<p><i>a) How do people's beliefs about and attitudes towards God, the universe and humanity act as a guide through life?</i>  <i>g) How should people's religious and other beliefs, values and attitudes influence their personal lives and is it possible to live up to this?</i>  <i>h) How do religious families and communities practice their faith and how is this seen in local communities?</i></p>		
Unit 4 Spring 2	<b>Does Easter make sense without Passover?</b>	<b>Judaism/Christianity/Freedom</b>
<p><i>b) What do different sacred texts teach about life and how do they influence people differently?</i>  <i>d) What makes some occasions in life significant and how and why are these recognised and celebrated?</i>  <i>f) What is it about key religious figures that make them inspirational for religious believers?</i></p>		
Unit 5 Summer 1	<b>Does Jesus have authority for everyone?</b>	<b>Christianity/Authority</b>
<p><i>f) What is it about key religious figures that make them inspirational for religious believers?</i>  <i>g) How should people's religious and other beliefs, values and attitudes influence their personal lives and is it possible to live up to this?</i></p>		
Unit 6 Summer 2	<b>Can made-up stories tell the truth?</b>	<b>Christianity/Truth/Story</b>
<p><i>a) How do people's beliefs about and attitudes towards God, the universe and humanity act as a guide through life?</i>  <i>b) What do different sacred texts teach about life and how do they influence people differently?</i></p>		

YEAR 4		Key Questions	Faith(s)/Themes
Unit 1 Autumn 1	<b>Do Murtis help Hindus understand God?</b>	<b>Hindu/Art/Symbol/God</b>	
<p><i>a) How do people's beliefs about and attitudes towards God, the universe and humanity act as a guide through life?</i>  <i>e) How are religious and spiritual ideas expressed and why is literal language not adequate?</i>  <i>g) How should people's religious and other beliefs, values and attitudes influence their personal lives and is it possible to live up to this?</i></p>			
Unit 2 Autumn 2	<b>Does the Christmas narrative need Mary?</b>	<b>Christianity/Mary/Worship</b>	
<p><i>c) In what different ways do people worship and what difference does this make in their lives?</i>  <i>h) How do religious families and communities practice their faith and how is this seen in local communities?</i></p>			
Unit 3 Spring 1	<b>Is a holy journey necessary for believers?</b>	<b>Hindu/Christianity/Pilgrimage</b>	
<p><i>g) How should people's religious and other beliefs, values and attitudes influence their personal lives and is it possible to live up to this?</i>  <i>h) How do religious families and communities practice their faith and how is this seen in local communities?</i>  <i>e) How are religious and spiritual ideas expressed and why is literal language not adequate?</i>  <i>c) In what different ways do people worship and what difference does this make in their lives?</i></p>			
Unit 4 Spring 2	<b>Should believers give things up?</b>	<b>Christianity/Lent</b>	
<p><i>c) In what different ways do people worship and what difference does this make in their lives?</i>  <i>g) How should people's religious and other beliefs, values and attitudes influence their personal lives and is it possible to live up to this?</i>  <i>i) How do religions and beliefs influence the way people respond to global issues such as human rights, social justice and the environment?</i></p>			
Unit 5 Summer 1	<b>Did Jesus really do miracles?</b>	<b>Christianity/Miracles</b>	
<p><i>b) What do different sacred texts teach about life and how do they influence people differently?</i>  <i>f) What is it about key religious figures that make them inspirational for religious believers?</i></p>			
Unit 6 Summer 2	<b>Does prayer change things?</b>	<b>Christianity/Hindu/Prayer</b>	
<p><i>a) How do people's beliefs about and attitudes towards God, the universe and humanity act as a guide through life?</i>  <i>c) In what different ways do people worship and what difference does this make in their lives?</i>  <i>g) How should people's religious and other beliefs, values and attitudes influence their personal lives and is it possible to live up to this?</i></p>			

<b>YEAR 5</b>	<b>Key Questions</b>	<b>Faith(s)/Themes</b>
<b>Unit 1 Autumn 1</b>	<b>Do religions need their Holy books?</b>	<b>Islam/Muhammad(pbuh)/God/Allah/Jibreel/ Sikh/Christianity</b>
<p><i>h) How do religious families and communities practice their faith and how is this seen in local communities?</i>  <i>a) How do people's beliefs about and attitudes towards God, the universe and humanity act as a guide through life?</i>  <i>b) What do different sacred texts teach about life and how do they influence people differently?</i>  <i>c) In what different ways do people worship and what difference does this make in their lives?</i></p>		
<b>Unit 2 Autumn 2</b>	<b>Does God communicate with man?</b>	<b>Christianity/Peace/Christmas</b>
<p><i>e) How are religious and spiritual ideas expressed and why is literal language not adequate?</i>  <i>a) How do people's beliefs about and attitudes towards God, the universe and humanity act as a guide through life?</i>  <i>b) What do different sacred texts teach about life and how do they influence people differently?</i></p>		
<b>Unit 3 Spring 1</b>	<b>Does the community of the Mosque help Muslims lead better lives?</b>	<b>Islam/Sacred Places/Mosque</b>
<p><i>g) How should people's religious and other beliefs, values and attitudes influence their personal lives and is it possible to live up to this?</i>  <i>h) How do religious families and communities practice their faith and how is this seen in local communities?</i>  <i>i) How do religions and beliefs influence the way people respond to global issues such as human rights, social justice and the environment?</i></p>		
<b>Unit 4 Spring 2</b>	<b>Was the death of Jesus a worthwhile sacrifice?</b>	<b>Christianity/Sacrifice/Sin/Redemption</b>
<p><i>f) What is it about key religious figures that make them inspirational for religious believers?</i>  <i>d) What makes some occasions in life significant and how and why are these recognised and celebrated?</i></p>		
<b>Unit 5 Summer 1</b>	<b>Are you inspired?</b>	<b>Christianity/Holy Spirit/Inspiration</b>
<p><i>i) How do religions and beliefs influence the way people respond to global issues such as human rights, social justice and the environment?</i>  <i>g) How should people's religious and other beliefs, values and attitudes influence their personal lives and is it possible to live up to this?</i>  <i>a) How do people's beliefs about and attitudes towards God, the universe and humanity act as a guide through life?</i></p>		
<b>Unit 6 Summer 2</b>	<b>What's best for our world? Does religion help people decide?</b>	<b>Christianity/Islam/Charity/Zakat</b>
<p><i>a) How do people's beliefs about and attitudes towards God, the universe and humanity act as a guide through life?</i>  <i>c) In what different ways do people worship and what difference does this make in their lives?</i>  <i>i) How do religions and beliefs influence the way people respond to global issues such as human rights, social justice and the environment?</i>  <i>g) How should people's religious and other beliefs, values and attitudes influence their personal lives and is it possible to live up to this?</i></p>		

YEAR 6	Key Questions	Faith(s)/Themes
Unit 1 Autumn 1	Are Saints encouraging role models?	Christianity/Saints
<p>f) What is it about key religious figures that make them inspirational for religious believers?</p> <p>g) How should people's religious and other beliefs, values and attitudes influence their personal lives and is it possible to live up to this?</p> <p>c) In what different ways do people worship and what difference does this make in their lives?</p>		
Unit 2 Autumn 2	Is "God made Man" a good way to understand the Christmas story?	Christ/Incarnation/Emmanuel
<p>b) What do different sacred texts teach about life and how do they influence people differently?</p> <p>c) In what different ways do people worship and what difference does this make in their lives?</p> <p>d) What makes some occasions in life significant and how and why are these recognised and celebrated?</p>		
Unit 3 Spring 1	Do clothes express belief?	Islam/Hijab/Sikh/Khalsa/5Ks
<p>e) How are religious and spiritual ideas expressed and why is literal language not adequate?</p> <p>g) How should people's religious and other beliefs, values and attitudes influence their personal lives and is it possible to live up to this?</p> <p>h) How do religious families and communities practice their faith and how is this seen in local communities?</p>		
Unit 4 Spring 2	Is the resurrection important to Christians?	Christianity/Eternal life
<p>f) What is it about key religious figures that make them inspirational for religious believers?</p> <p>c) In what different ways do people worship and what difference does this make in their lives?</p> <p>d) What makes some occasions in life significant and how and why are these recognised and celebrated?</p>		
Unit 5 Summer 1	Can we know what God is like?	Christianity/Islam/Hindu
<p>a) How do people's beliefs about and attitudes towards God, the universe and humanity act as a guide through life?</p> <p>b) What do different sacred texts teach about life and how do they influence people differently?</p>		
Unit 6 Summer 2	Does it matter what people believe about creation?	Multi faith/Creation/Care for world
<p>a) How do people's beliefs about and attitudes towards God, the universe and humanity act as a guide through life?</p> <p>g) How should people's religious and other beliefs, values and attitudes influence their personal lives and is it possible to live up to this?</p> <p>i) How do religions and beliefs influence the way people respond to global issues such as human rights, social justice and the environment?</p>		