



RE
Subject Long Term Plan showing coverage across all year groups

	Autumn 1	Autumn 2	Spring	Summer 1	Summer 2
EYFS	<p><u>Ourselves – How are we the same or different?</u> <u>People, Culture and communities</u></p> <p>Talk about the lives of the people around them and their roles in society.</p> <p><u>Summary</u> Special events Occupations What makes them unique?</p>	<p><u>How do we celebrate different events?</u> <u>People, Culture and communities</u></p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p><u>Summary</u> The Nativity story-what is special about this Bible story? Celebrations- Diwali Christingle Christmas Christmas around the world</p>	<p><u>What are the similarities and differences between life in this country and life in other countries?</u> <u>People, Culture and communities</u></p> <p><u>Summary</u> Family customs and traditions and routines.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p><u>Easter story</u> What is special about this Bible story?</p>	<p><u>Fairy Tales/Traditional Stories/Dinosaurs – What do books help us learn about the past?</u> <u>People, Culture and communities</u></p> <p><u>Summary</u> Past and present events, similarities and differences between themselves and others.</p>	<p><u>Growing – What is growing all around us?</u> <u>People, Culture and communities</u></p> <p>Talk about the lives of the people around them and their roles in society.</p> <p><u>Summary</u> Know about the roles of people around them including within the church. Know some similarities and differences between religious and cultural communities in this country.</p>
1	<p><u>Unit 1.1 Belonging</u> <u>Who belongs?</u> <u>Religion focus: Christianity, Buddhism and Hinduism</u></p> <p><u>Summary</u> Looking at:</p> <ul style="list-style-type: none">personal relationships among family, friends and in school life.what makes a family, exploring different models, including marriage • belonging to a faith familylooking at the pattern of a faith life and what it means to believe and belongshared valuesrules for family, school, friendship and faith groupsthe importance of keeping promises when making a commitmentitems faith members might wear/own to show their faith and learn about their meaning; explore	<p><u>Unit 1.1 Belonging</u> <u>Who belongs?</u> <u>Religion focus: Christianity, Buddhism and Hinduism</u></p> <p><u>Summary</u> Looking at:</p> <ul style="list-style-type: none">personal relationships among family, friends and in school life.what makes a family, exploring different models, including marriage • belonging to a faith familylooking at the pattern of a faith life and what it means to believe and belongshared valuesrules for family, school, friendship and faith groupsthe importance of keeping promises when making a commitmentitems faith members might wear/own to show their faith and	<p><u>Unit 1.2: Worship</u> <u>Why worship?</u> <u>Religion focus: Christianity, Buddhism and Hinduism</u></p> <p><u>Summary</u> Looking at how people worship in different Christian traditions: What is worship? Where can people worship? At home? At a place of worship? What places of worship are in the community/wider area? Why is music often important to worship? What happens in a church? What happens in a Hindu place of worship? Who goes there? Why? Who looks after the place of worship? Who leads worship? What do they wear? What do they do? How do they prepare for worship? What objects do you find in a church? What objects do you find in another place of worship? How are sacred texts treated?</p> <p><u>Links to prior learning</u></p>	<p><u>Unit 1.3: What a wonderful world</u> <u>Key Question: Why is the world special?</u> <u>Religion focus: Christianity, Buddhism and Hinduism</u></p> <p><u>Summary</u> Explore and appreciate the natural world; listen to Hindu/Christian views about how the world came into being; discuss traditional and contemporary creation stories and consider ways in which we can all help care for the world.</p> <p><u>Links to prior learning</u> This unit builds on children's previous learning around 'special' places in EYFS and provides opportunities for learning outside the classroom</p>	<p><u>Unit 1.3: What a wonderful world</u> <u>Key Question: Why is the world special?</u> <u>Religion focus: Christianity, Buddhism and Hinduism</u></p> <p><u>Summary</u> Explore and appreciate the natural world; listen to Hindu/Christian views about how the world came into being; discuss traditional and contemporary creation stories and consider ways in which we can all help care for the world.</p> <p><u>Links to prior learning</u> This unit builds on children's previous learning around 'special' places in EYFS and provides opportunities for learning outside the classroom</p>



RE
Subject Long Term Plan showing coverage across all year groups

	<p>why faith members might find it important to wear particular items at certain times</p> <ul style="list-style-type: none">• video clips showing how people mark important times in life - baptism, naming ceremonies and welcoming a baby, wedding• stories from sacred texts that contain 'golden' rules for living• rules for living within the Bible and other sacred texts and identify links between religious rules and rules in school. <p><u>Links to prior learning</u></p> <p>This unit builds on and extends children's learning from the EYFS about the uniqueness of the individual, focusing on what it means to belong and enquire how a faith member has a sense of belonging to their faith.</p>	<p>learn about their meaning; explore why faith members might find it important to wear particular items at certain times</p> <ul style="list-style-type: none">• video clips showing how people mark important times in life - baptism, naming ceremonies and welcoming a baby, wedding• stories from sacred texts that contain 'golden' rules for living• rules for living within the Bible and other sacred texts and identify links between religious rules and rules in school. <p><u>Links to prior learning</u></p> <p>This unit builds on and extends children's learning from the EYFS about the uniqueness of the individual, focusing on what it means to belong and enquire how a faith member has a sense of belonging to their faith.</p> <p><u>Christmas unit-How do Christian families prepare for Christmas?</u></p> <p><u>Summary</u> <u>Year 1 focus:</u></p> <p>the story of the nativity • what happens at Christmas (sending cards, buying presents) • using the senses to explore Christmas - sights (Advent calendars and candles, Christingles, tree decorations, wreaths) - sounds (bells, Christmas music) - tastes (different types of food) - touch (wrapped presents) - smells (incense and spices, food) • how Christian and non-Christian families prepare for Christmas both at home and at church</p> <ul style="list-style-type: none">• traditional festive celebration <p><i>Christmas unit should link to prior learning about festivals of light in the Foundation Stage</i></p>	<p>This unit builds on children's previous learning around 'special' places and objects in EYFS.</p> <p>.</p> <p><u>Easter unit-Year 1 focus</u></p> <p><u>Summary</u></p> <p>a simple version of the Easter story, focusing on Holy Week and Jesus coming back to life • using the senses to explore artefacts and symbols associated with Eastertime - Shrove Tuesday (pancakes) - Ash Wednesday (ash crosses) - Lent (giving things up) - Mothering Sunday (cards and gifts for Mum) - Palm Sunday (palm crosses) - Good Friday (hot cross buns) - Easter Day (chocolate eggs)</p> <p><u>Links to prior learning</u></p> <p><i>This unit builds on what the children have learnt about the Easter story and other Spring festivals in EYFS.</i></p>		
2	<p><u>Unit 2.1: Lead us not into temptation Key Question: Right or wrong?</u></p> <p><u>Religion focus: Christianity, Buddhism and Hinduism</u></p>	<p><u>Unit 2.1: Lead us not into temptation Key Question: Right or wrong?</u></p> <p><u>Religion focus: Christianity, Buddhism and Hinduism</u></p>	<p><u>Unit 2.2: Believing Key Question: What is true?</u></p> <p><u>Religion focus: Christianity, Buddhism and Hinduism</u></p>	<p><u>Questions, questions-what are the big questions?</u></p> <p><u>Religion focus: Christianity, Buddhism and Hinduism</u></p>	<p><u>Questions, questions-what are the big questions?</u></p> <p><u>Religion focus: Christianity, Buddhism and Hinduism</u></p>



RE

Subject Long Term Plan showing coverage across all year groups

	<p><u>Summary</u> This unit takes a multidisciplinary approach to exploring the concept of temptation and how people choose between right and wrong. It contributes to personal development and aspects of SMSC and learning how we make personal choices. Stories from different religions illustrate the consequences of making right or wrong choices; pupils should identify similarities and the ways these stories are the basis of rules in society, leading to discussion about how we treat people and the value of the individual. By the end of the unit, pupils will be able to describe the temptations of Adam and Eve and Jesus. They will be able to explain what temptations there are in their own lives and how they make their own choices, linking to British Values</p> <p><u>Links to prior learning</u> Links to year 1 learning about stories from sacred texts that contain 'golden' rules for living and rules for living within the Bible and other sacred texts. Also building on making links between religious rules and rules in school.</p>	<p><u>Summary</u> This unit takes a multidisciplinary approach to exploring the concept of temptation and how people choose between right and wrong. It contributes to personal development and aspects of SMSC and learning how we make personal choices. Stories from different religions illustrate the consequences of making right or wrong choices; pupils should identify similarities and the ways these stories are the basis of rules in society, leading to discussion about how we treat people and the value of the individual. By the end of the unit, pupils will be able to describe the temptations of Adam and Eve and Jesus. They will be able to explain what temptations there are in their own lives and how they make their own choices, linking to British Values</p> <p><u>Links to prior learning</u> Links to year 1 learning about stories from sacred texts that contain 'golden' rules for living and rules for living within the Bible and other sacred texts. Also building on making links between religious rules and rules in school.</p> <p><u>Christmas unit-Gift bringers-Why is the Christmas story good news for Christians?</u></p> <p><u>Summary</u> <u>Year 2 focus:</u> the shepherds hearing the news from the angels • the wise men (Magi) and their gifts: gold for Jesus as king, frankincense for Jesus as one who comes as a priest from God to mankind, myrrh as a foretelling of Jesus' death • what would be a suitable gift for Jesus</p> <p><u>Links to prior learning</u> <i>Christmas story in year 1.</i></p>	<p><u>Summary</u> Introduce key figures from Old and New Testaments, alongside stories from the Hindus tradition; focus on key beliefs demonstrated in the stories and the commitments that stem from those beliefs.</p> <p><u>Links to prior learning</u> This unit builds on children's learning in Unit 1.1 Belonging, taking a theological focus, about how beliefs are expressed.</p> <p><u>Easter unit-Year 2 focus</u></p> <p><u>Summary</u> sequencing events in the Easter story • how the Easter story is depicted in different art forms • listening to the Palm Sunday story at the beginning of Holy Week • telling the donkey's story, based on book Dave the Donkey by Andrew McDonough</p> <p><u>Links to prior learning</u> <i>Worship Easter story</i></p>	<p><u>Summary</u> This unit encourages children to develop and explore their own Big Questions about how the world and other things came about. Consider some of the answers faith members may offer and celebrate the idea that people may think differently and that it's OK to disagree. Pupils ask what matters to them - questions of meaning, purpose and truth. Use strategies such as Philosophy for Children (P4C), Godly Play and guided visualisations to help children raise their own questions and offer possible answers.</p> <p><u>Links to prior learning</u> <i>Where did the world come from? What are the different faiths?</i></p>	<p><u>Summary</u> This unit encourages children to develop and explore their own Big Questions about how the world and other things came about. Consider some of the answers faith members may offer and celebrate the idea that people may think differently and that it's OK to disagree. Pupils ask what matters to them - questions of meaning, purpose and truth. Use strategies such as Philosophy for Children (P4C), Godly Play and guided visualisations to help children raise their own questions and offer possible answers.</p> <p><u>Links to prior learning</u> <i>Where did the world come from? What are the different faiths?</i></p>
--	--	---	---	---	---



RE
Subject Long Term Plan showing coverage across all year groups

3	<p><u>Unit: 3.1 Remembering-why remember?</u> <u>Religion and World view focus: Christianity, Islam, Buddhism and Humanism.</u></p> <p><u>Summary</u> Use a Social Science lens to explore remembrance in the context of some important religious and secular festivals; include Remembrance Day and festivals which remember or commemorate people or events in the past. Use the lens of theology to interpret the stories behind religious festivals. Explore actions and rituals associated with festivals, celebrations and times of remembering. Consider how symbols and artefacts may be used to express what is remembered. By the end of this unit, pupils should have a good understanding of the purpose and value of religious and community celebrations. Note that rituals linked to remembrance and commemoration may need to be handled sensitively.</p> <p><u>Links to prior learning</u> This unit builds on work from Unit 1.2 Worship and provides opportunity to use a Social Science lens to explore remembrance in the context of some important religious and secular festivals</p>	<p><u>Unit: 3.1 Remembering-why remember?</u> <u>Religion and World view focus: Christianity, Islam, Buddhism and Humanism.</u></p> <p><u>Summary</u> Use a Social Science lens to explore remembrance in the context of some important religious and secular festivals; include Remembrance Day and festivals which remember or commemorate people or events in the past. Use the lens of theology to interpret the stories behind religious festivals. Explore actions and rituals associated with festivals, celebrations and times of remembering. Consider how symbols and artefacts may be used to express what is remembered. By the end of this unit, pupils should have a good understanding of the purpose and value of religious and community celebrations. Note that rituals linked to remembrance and commemoration may need to be handled sensitively.</p> <p><u>Links to prior learning</u> This unit builds on work from Unit 1.2 Worship and provides opportunity to use a Social Science lens to explore remembrance in the context of some important religious and secular festivals</p> <p><u>Lower Key Stage 2: Christmas Key Question: What are the special symbols of the Christmas story?</u> Why is Mary such an important part of the story? Look at the artwork of Mary as the mother of Jesus, and Mary with the Angel Gabriel.</p>	<p><u>Unit: 3.2 Founders of faith Key Question: Who, what and when?</u> <u>Religion and World view focus: Christianity, Islam, Buddhism and Humanism.</u></p> <p><u>Summary</u> Who are the faith founders and what did they teach? Religious rules, beliefs and values. Investigate the lives of two key figures who may be described as founders of their faiths or World view, such as Jesus, St Paul, Mohammad, Moses, Abraham, Petrarch (Humanism) Through a Theological lens, consider some key beliefs and how faith and World view members follow the teachings of those founders. By the end of this unit, pupils know the key events in the lives of at least two key religious and World view figures; they should be able to talk about some key beliefs and teachings.</p> <p><u>Lower Key Stage 2: Easter Key Question: What is the significance of the cross for Christians at Easter?</u></p> <p><u>Summary</u> How Christians remember the events of Holy Week-Palm Sunday, The Last Supper, Good Friday and Easter Sunday.</p> <p><u>Links to prior learning</u> <i>Believing-how do people demonstrate their beliefs?</i> <i>Easter story</i></p>	<p><u>Unit: 3.3 Sacred places Key Question: What is sacred?</u> <u>Religion and World view focus: Christianity, Islam, Buddhism and Humanism.</u></p> <p><u>Summary</u> Pupils are given opportunities to observe worship in more than one faith, focusing on its significance for faith members. Make links with a local place of worship and contrast with a place of worship from a different faith. Consider the ways people celebrate milestones of life such as marriage in a sacred place. Find out how tradition and ceremony is part of the life of a religious community. By the end of this unit, pupils will understand what makes a place sacred and to whom; how the place is used to mark the milestones of life.</p> <p><u>Links to prior learning</u> Build on work in Unit 1.2 Worship Recollection of previous visits to sacred places and ways of showing respect; recall the ritual of baptism in Unit 1.1 Belonging as a first milestone</p>	<p><u>Unit: 3.3 Sacred places Key Question: What is sacred?</u> <u>Religion and World view focus: Christianity, Islam, Buddhism and Humanism.</u></p> <p><u>Summary</u> Pupils are given opportunities to observe worship in more than one faith, focusing on its significance for faith members. Make links with a local place of worship and contrast with a place of worship from a different faith. Consider the ways people celebrate milestones of life such as marriage in a sacred place. Find out how tradition and ceremony is part of the life of a religious community. By the end of this unit, pupils will understand what makes a place sacred and to whom; how the place is used to mark the milestones of life.</p> <p><u>Links to prior learning</u> Build on work in Unit 1.2 Worship Recollection of previous visits to sacred places and ways of showing respect; recall the ritual of baptism in Unit 1.1 Belonging as a first milestone</p>



RE
Subject Long Term Plan showing coverage across all year groups

		Epiphany - Mary shows Jesus as a precious 'gift' to the world. What does this mean? Why a 'gift'?			
		<u>Links to prior learning</u> <i>Christmas story</i>			
4	<u>Unit: 4.1 Communities Key Question: Where is religion? Religion and World view focus: Christianity, Islam, Buddhism and Humanism.</u> <u>Summary</u> This unit is considered mainly through the lens of Social Science and provides opportunity for pupils to find out more about their locality and their local community, to explore the diversity of religion found within, and to study a religious community in depth. It will be helpful to meet with different people, and members of different faiths, to investigate the impact of their beliefs and values on community life. It may be appropriate to make links to learning about local history and geography. Questions should be asked about living in a multicultural society. By the end of this unit pupils should know about the religions and other worldviews represented in the locality; they have a knowledge of at least one religion in depth and its contribution to their community. <u>Links to prior learning</u> <i>Beliefs and belonging-year 2</i>	<u>Unit: 4.1 Communities Key Question: Where is religion? Religion and World view focus: Christianity, Islam, Buddhism and Humanism.</u> <u>Summary</u> This unit is considered mainly through the lens of Social Science and provides opportunity for pupils to find out more about their locality and their local community, to explore the diversity of religion found within, and to study a religious community in depth. It will be helpful to meet with different people, and members of different faiths, to investigate the impact of their beliefs and values on community life. It may be appropriate to make links to learning about local history and geography. Questions should be asked about living in a multicultural society. By the end of this unit pupils should know about the religions and other worldviews represented in the locality; they have a knowledge of at least one religion in depth and its contribution to their community. <u>Christmas-Light-why is light an important symbol of Christmas?</u> <u>Summary</u> Light-why is light an important symbol of Christmas Discuss the way light is used to express feelings e.g. a beaming smile, she lights up the room. Explore the artwork- Holman Hunt's 'The Light of the World'	<u>Unit: 4.2 People who inspire us Key Question: What makes a saint? Religion and World view focus: Christianity, Islam, Buddhism and Humanism.</u> <u>Summary</u> This unit explores the concept of commitment through a Social Sciences lens and provides opportunity to explore lives of people who have been inspired by religion to perform heroic deeds or dedicate their lives to a cause. There are opportunities to start with local saints and heroes, linking with aspects of history and citizenship. By the end of this unit pupils will recognise how religion has motivated people to dedicate themselves to worthwhile causes and the actions they have taken. <u>Easter-The cross-what is its significance throughout the Easter story?</u> <u>Summary</u> The key events associated with Holy Week from Palm Sunday to Good Friday • how Christians remember and relive the events of Holy Week • the symbolic meaning of the Easter ritual of the washing of feet on Maundy Thursday • the contrast of Jesus' entry into Jerusalem on Palm Sunday and his actions on Maundy Thursday • the events of Good Friday • artwork depicting Mary the mother of Jesus at	<u>Unit: 4.3 Our world Key Question: Who cares? Religion and World view focus: Christianity, Islam, Buddhism and Humanism.</u> <u>Summary</u> The unit builds upon understanding and appreciation of the natural world. It focuses on the uniqueness of the Earth as Our World that everyone has a duty to respect and conserve. It explores through the lens of philosophy how various faiths explain some of life's big and difficult-to-answer questions about god, creation and man's responsibilities towards the Earth. By the end of this unit pupils will understand some of the global challenges for mankind in caring for the world and be able to explain the concept of stewardship for different faiths and World views. <u>Links to prior learning</u> <i>Year 1 caring for our world.</i>	<u>Unit: 4.3 Our world Key Question: Who cares? Religion and World view focus: Christianity, Islam, Buddhism and Humanism.</u> <u>Summary</u> The unit builds upon understanding and appreciation of the natural world. It focuses on the uniqueness of the Earth as Our World that everyone has a duty to respect and conserve. It explores through the lens of philosophy how various faiths explain some of life's big and difficult-to-answer questions about god, creation and man's responsibilities towards the Earth. By the end of this unit pupils will understand some of the global challenges for mankind in caring for the world and be able to explain the concept of stewardship for different faiths and World views. <u>Links to prior learning</u> <i>Year 1 caring for our world Our world-what do religions teach about caring for our world?</i>



RE
Subject Long Term Plan showing coverage across all year groups

		<p>Know how light is used in the celebration of Christmas.</p> <p><u>Links to prior learning</u> <i>Beliefs and belonging-year 2</i> <i>The Christmas story</i></p>	<p>the crucifixion • different styles of crosses from around the world and what they mean.</p> <p><u>Links to prior learning</u> <i>Faith founders remembering-year 3</i> <i>The Easter story</i></p>		
5	<p><u>Unit 5.1 Expressions-How is belief expressed?</u> <u>Religion and World view focus: Christianity, Islam, Hinduism and Humanism</u></p> <p><u>Summary</u> Explore how people express their beliefs through personal symbols and artefacts. Investigate the significance of religious festivals and rituals. Explore how values provide rules for living and may be influenced by religious belief.</p> <p><u>Links to prior learning</u> <i>Worship (year 1) faith founders (year 3) Belief in the community (year4)</i></p>	<p><u>Unit 5.1 Expressions-How is belief expressed?</u> <u>Religion and World view focus: Christianity, Islam, Hinduism and Humanism</u></p> <p><u>Summary</u> Explore how people express their beliefs through personal symbols and artefacts. Investigate the significance of religious festivals and rituals. Explore how values provide rules for living and may be influenced by religious belief.</p> <p><u>Upper Key Stage 2 Christmas-Is Christmas only for Christians?</u> <u>Year 5 focus:Peace</u></p> <p><u>Summary</u></p> <ul style="list-style-type: none"> • different titles for Jesus - Prince of Peace, Messiah, Light of the World • listening to Handel's Messiah and link to Isaiah's prophecy • a series of images and symbols expressing peace and harmony in art and literature • how the message of Christmas is celebrated around the world • festivals of peace celebrated throughout the year <p><u>Links to prior learningUnit</u> <i>Worship (year 1) faith founders (year 3) Belief in the community (year4)</i> <i>The Christmas story</i></p>	<p><u>Unit 5.2 Faith in action-what are the challenges?</u> <u>Religion and World view focus: Christianity, Islam, Hinduism and Humanism</u></p> <p><u>Summary</u> This unit is an opportunity to use the lens of Theology to explore in greater depth the impact of the teaching of faith founders and other religious figures and the influence they had - and continue to have - today. In addition, contrast the ideas and influence of significant people who hold non-religious worldviews. There are elements of personal development covered in this unit.</p> <p>By the end of this unit pupils should know something of the challenges posed by choosing to live a life of faith.</p> <p><u>Easter-What is the message of Easter to the World for today?</u></p> <p><u>Summary</u> Year 5 focus: the resurrection.</p> <ul style="list-style-type: none"> • the symbolism of Ash Wednesday • Lenten actions: fasting, making sacrifices, spending more time with God, an act of service • how Jews prepare homes for Passover (link with story of Moses) • how Jesus, as a Jewish boy, travelled to Jerusalem to celebrate Pesach with his parents • the resurrection and its impact on Jesus' disciples <p><u>Links to prior learning</u></p>	<p><u>Unit 5.3 Pilgrimage-why pilgrimage?</u> <u>Religion and World view focus: Christianity, Islam, Hinduism and Humanism</u></p> <p><u>Summary</u> This is a stand-alone unit building on an understanding of 'journey' to investigate the impact of pilgrimage on participants, exploring local, national and global pilgrimage sites for different faiths. It is important where possible to visit a local sacred place which may be a place of pilgrimage for some – church, cathedral, cemetery, memorial, garden, tree, monument, quiet space. By the end of this unit pupils will understand the purpose of making pilgrimage, what happens during pilgrimage and its impact.</p> <p><u>Links to prior learning</u> <i>Worship (year 1) faith founders (year 3) Belief in the community (year4)</i> <i>Expressions of faith (year 5)</i></p>	<p><u>Unit 5.3 Pilgrimage-why pilgrimage?</u> <u>Religion and World view focus: Christianity, Islam, Hinduism and Humanism</u></p> <p><u>Summary</u> This is a stand-alone unit building on an understanding of 'journey' to investigate the impact of pilgrimage on participants, exploring local, national and global pilgrimage sites for different faiths. It is important where possible to visit a local sacred place which may be a place of pilgrimage for some – church, cathedral, cemetery, memorial, garden, tree, monument, quiet space. By the end of this unit pupils will understand the purpose of making pilgrimage, what happens during pilgrimage and its impact.</p> <p><u>Links to prior learning</u> <i>Worship (year 1) faith founders (year 3) Belief in the community (year4)</i> <i>Expressions of faith (year 5)</i> <i>Pilgrimage-why do people of faith make a pilgrimage?</i></p>



RE
Subject Long Term Plan showing coverage across all year groups

			<i>Worship (year 1) faith founders (year 3) Belief in the community (year 4) Expressions of faith (year 5) The Easter story</i>		
6	<p><u>Unit 6.1 Justice and freedom-is it fair?</u> <u>Religion and World view focus: Christianity, Islam and Humanism</u></p> <p><u>Summary</u> Explore issues of justice and freedom Explore religious teachings of forgiveness and reconciliation.</p> <p><u>Links to prior learning</u> <i>Faith founders (year 3) Big questions (year 2) Faith in action (year 5)</i></p>	<p><u>Unit 6.1 Justice and freedom-is it fair?</u> <u>Religion and World view focus: Christianity, Islam and Humanism</u></p> <p><u>Summary</u> Explore issues of justice and freedom Explore religious teachings of forgiveness and reconciliation.</p> <p><u>Christmas-Is Christmas only for Christians?</u> Year 6 the focus is on diverse and global celebrations</p> <p><u>Summary</u></p> <ul style="list-style-type: none">• how Luke's account of the Christmas story is different from Matthew's• other stories which have developed from the gospels - The Fourth Wise Man, Papa Panov, Baboushka• contrasting the mood of secular/religious Christmas images, icons, poems and music• similarities between key aspects of festivals celebrated by different faiths <p><u>Links to prior learning</u> <i>Faith founders (year 3) Big questions (year 2) Faith in action (year 5) The Christmas story</i></p>	<p><u>Unit 6.2 Living a faith-what is identity?</u> <u>Religion and World view focus: Christianity, Islam and Humanism</u></p> <p><u>Summary</u> This unit takes a Social Science perspective to explore the concept of religious identity through the way people live and practise their beliefs. There is a focus on how rites of passage (may include death and bereavement) give shape to a person's identity. Consider the ways in which these milestones impact on families and the wider community.</p> <p>By the end of this unit, pupils should have a view about who and what influences someone to be who they are and what may shape their identity. When discussing the end of life, be sensitive to pupils who may have recently experienced bereavement.</p> <p><u>Easter-what is the message of Easter to the world for today?</u> <u>Year 6 focus:the message of Easter for today.</u></p> <p><u>Summary</u></p> <ul style="list-style-type: none">• the Easter story from different perspectives and the dilemmas of the three Marys, the disciples, Pontius Pilate and Barabbas• what happened next - focussing on Ascension and Pentecost• how the events of Easter translated into the founding of Christianity• hot-seating St Paul after his experience on the road to Damascus	<p><u>Unit 6.3 Hopes and visions-what is life about?</u> <u>Religion and World view focus: Christianity, Islam and Humanism</u></p> <p><u>Summary</u> Know that people of different faiths and beliefs have varying opinions on the meaning of life. Know that different opinions are equal and valid. Explore the life and key teachings of faith founders</p> <p><u>Links to prior learning</u> <i>Big questions and believing (year 2)</i></p>	<p><u>Unit 6.3 Hopes and visions-what is life about?</u> <u>Religion and World view focus: Christianity, Islam and Humanism</u></p> <p><u>Summary</u> Know that people of different faiths and beliefs have varying opinions on the meaning of life. Know that different opinions are equal and valid. Explore the life and key teachings of faith founders</p> <p><u>Links to prior learning</u> <i>Big questions and believing (year 2) Hopes and vision-what is life about?</i></p>



RE
Subject Long Term Plan showing coverage across all year groups

			<u>Links to prior learning</u> <i>Looking at me, looking at you (year1)</i> <i>Belonging (year2) Belief in the</i> <i>community(year4) Expressions of faith</i> <i>and faith in action (year 5)</i> <i>The Easter story</i>		
--	--	--	---	--	--