



## RE Long Term Plan

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| Key | Christianity | Judaism | Islam | Hindu Dharma | Thematic: Mixed Religions/ World Views |
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The Protected Characteristic (PC) of **religion & belief** runs throughout the curriculum. Included below are other PC's which may come up within each unit of work. TAS values of Forgiveness, Selflessness, Generosity, Justice & Compassion alongside British values of Individual Liberty, Rule of Law, Democracy, Tolerance & Mutual Respect are also woven throughout these units.

| Year Group                                    | Autumn 1  | Autumn 2   | Spring 1  | Spring 2   | Summer 1  | Summer 2  |
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| FS<br>TRIP:<br>All Saints<br>Totley<br>Church | <b>Unit 3</b><br><b>THEMATIC</b><br>Being special: where do we belong?<br><br><b>Key Focus:</b><br>Children will reflect upon the things that are special to them and why they value these things.<br><br>PC: religion & belief | <b>Unit 2</b><br><b>INCARNATION</b><br>Why do Christians perform nativity plays at Christmas?<br><b>Key Focus:</b><br>Christian belief that God come to earth as a human and as God and learn that this happened in Jesus.<br><br>PC: sex & race | <b>Unit 1</b><br><b>CREATION</b><br>Why is the word "God" so important to Christians?<br><b>Key Focus:</b><br>Events in the creation story, Genesis 1: Christian belief that God created the heavens and the earth.<br><br>PC: race & sex | <b>Unit 4</b><br><b>SALVATION</b><br>Why do Christians put a cross in the Easter Garden?<br><b>Key Focus:</b><br>Key events from Palm Sunday until Easter Day in the Christian Salvation story<br><br>PC: race | <b>Unit 6</b><br><b>THEMATIC</b><br>What stories are special and why?<br><b>Key Focus:</b><br>Children will encounter stories from different religious worldviews and find out about why these might be special to a believer.<br><br>PC: religion & belief | <b>Unit 5</b><br><b>THEMATIC</b><br>What places are special and why?<br><b>Key Focus:</b><br>Places that are special in their own lives and places that are holy and important for many Christians and Muslims.<br><br>PC: race & sex |

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| 1                    | <p><b>Unit 7<br/>CREATION</b><br/>Who do Christians say made the world?</p> <p>Key Focus:</p> <p>Christians believe different things about creation and the creation story,</p> <p>PC: age, disability, sex &amp; race.</p>                  | <p><b>Unit 8<br/>INCARNATION</b><br/>Why does Christmas matter to Christians?</p> <p>Key Focus:</p> <p>How Christmas is celebrated today and begin to consider which traditions are secular and which are religious</p> <p>PC: race</p>                              | <p><b>Unit 9<br/>JUDAISM</b><br/>Who is Jewish and how do they live?</p> <p>Key Focus:</p> <p>Jewish worldviews and ways of life. Torah texts and their importance for Jewish people today.</p> <p>PC: age, sex &amp; race.</p> | <p><b>Unit 10<br/>GOD</b><br/>What do Christians believe God is like?</p> <p>Key Focus:</p> <p>What parables are, and that Christians believe these stories were told by Jesus to teach about God</p> <p>PC: age, disability, sex &amp; race.</p> | <p><b>Unit 11<br/>THEMATIC</b><br/>What does it mean to belong to a faith community?</p> <p>Key Focus:</p> <p>What it means to belong to a faith community.</p> <p>PC: age, disability, sex &amp; race.</p> | <p><b>Unit 12<br/>THEMATIC</b><br/>How should we care for others and the world and why does it matter?</p> <p>Key Focus:</p> <p>Stories and texts that say something about different people being unique and valuable, making links to Christian and Jewish worldviews</p> <p>PC: age, disability, sex &amp; race.</p> |
| 2<br>TRIP:<br>Mosque | <p><b>Unit 13<br/>GOSPEL</b><br/>What is the good news Christians believe Jesus brings? (Part 1)</p> <p>Key Focus:</p> <p>The concept of 'Gospel' and the good news of forgiveness, peace and love that Christians believe Jesus brings.</p> | <p><b>Unit 14<br/>GOSPEL</b><br/>What is the good news Christians believe Jesus brings? (Part 2)</p> <p>Key Focus:</p> <p>Whether Jesus' good news is only good news for Christians or whether there are things for people from different worldviews to consider</p> | <p><b>Unit 15<br/>ISLAM</b><br/>Who is a Muslim and how do they live? (Part 1)</p> <p>Key Focus:</p> <p>Key beliefs of Islam and ways of living for Muslims.</p> <p>PC: age, sex &amp; race.</p>                                | <p><b>Unit 16<br/>SALVATION</b><br/>Why does Easter matter to Christians?</p> <p>Key Focus:</p> <p>Key events of Holy Week and Easter, making links with the Christian belief of salvation</p>  | <p><b>Unit 17<br/>ISLAM</b><br/>Who is a Muslim and how do they live? (Part 2)</p> <p>Key Focus:</p> <p>Key Muslim beliefs about God found in the Shahadah and learn about the 99 names of Allah.</p>       | <p><b>Unit 18<br/>THEMATIC</b><br/>What makes some places special to believers?</p> <p>Key Focus:</p> <p>Places of worship and why they are important to many believers</p> <p>PC: age, sex &amp; race.</p>  |

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| 3                                   | <p>Unit 23<br/>CREATION/FALL<br/>What do Christians learn from the creation story?</p> <p>Key Focus:</p> <p>The stories of Creation and the Fall as two parts of the 'Big Story' of the Bible</p> <p>PC: race &amp; sex</p> | <p>Unit 19<br/>PEOPLE OF GOD<br/>What is it like for someone to follow God?</p> <p>Key Focus:</p> <p>Old Testament people of God and how they lived their lives.</p> <p>PC: race &amp; sex</p> | <p>Unit 20<br/>INCARNATION/GOD<br/>What is the Trinity and why is it important for Christians?</p> <p>Key Focus:</p> <p>The baptism of Jesus and what it means for Christians today</p> <p>PC: age, disability, sex &amp; race.</p> | <p>Unit 21<br/>ISLAM<br/>How do festivals and worship show what matters to a Muslim?</p> <p>Key Focus:</p> <p>Beliefs about God in Islam, expressed in Surah and the intention of most Muslims to live out the five pillars of Islam.</p> <p>PC: age, disability, sex &amp; race.</p> | <p>Unit 22<br/>JUDAISM<br/>How do festivals and family life show what matters to Jewish people?</p> <p>Key Focus:</p> <p>Shabbat, Rosh Hashanah, Yom Kippur, and Pesach.</p> <p>PC: age &amp; sex</p> | <p>Unit 24<br/>THEMATIC<br/>How and why do people try to make the world a better place?</p> <p>Key Focus:</p> <p>How Jewish, Christian, Muslim, and non-religious people try to care for the world.</p> <p>PC: age, disability, sex &amp; race.</p> |
| 4<br>TRIP:<br>Mandir/<br>Or visitor | <p>Unit 25<br/>GOSPEL<br/>What kind of world did Jesus want?</p> <p>Key Focus:</p> <p>The concept of 'Gospel'* which tells</p>  | <p>Unit 26<br/>KINGDOM OF GOD<br/>For Christians, when Jesus left what was the impact of Pentecost?</p> <p>Key Focus:</p>  | <p>Unit 27<br/>HINDU DHARMA<br/>What do Hindus believe God is like?</p> <p>Key Focus:</p> <p>Introduce the Hindu Dharma to pupils.</p>  | <p>Unit 28<br/>SALVATION<br/>Key Focus:</p> <p>The main events of holy week and offer suggestions about how people at the</p>   | <p>Unit 29<br/>HINDU DHARMA<br/>What does it mean to be a Hindu in Britain today?</p> <p>Key Focus:</p>   | <p>Unit 30<br/>Thematic<br/>How and why do people mark the significant events of life?</p> <p>Key Focus:</p>  |

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|  | <p>the story of the life and teaching of Jesus.</p> <p>PC: age, sex, race, marriage &amp; civil partnership</p>  | <p>The events of Pentecost found in Acts 2 and what these events might have meant for the first Christians and what they mean for Christians today.</p> <p>PC: age, race &amp; sex</p>                      | <p>They will look at the concepts of Brahman to build up their understanding.</p> <p>PC: age, race &amp; sex</p>   | <p>time might have felt and responded to these key events</p> <p>PC: race &amp; sex</p>   | <p>Understanding of Brahman and look at lived reality through examining Puja at home, worship in the mandir and the festival of Diwali.</p> <p>PC: age, sex, race,</p>   | <p>The beliefs of people from different worldviews surrounding commitment and promises.</p> <p>PC: age, sex, race, marriage &amp; civil partnership and pregnancy &amp; maternity</p>  |
| <p>5<br/>TRIP:<br/>Synagogue/<br/>Or Visitor</p> | <p><b>Unit 34<br/>CREATION/FALL</b><br/>Creation and science, conflicting or complimentary?</p> <p><b>Key Focus:</b></p> <p>Pupils will spend time discussing and weighing up whether Genesis 1 is conflicting or complementary with what science says.</p> <p>PC: sex</p> | <p><b>Unit 32<br/>ISLAM</b><br/>What does it mean to be a Muslim in Britain today?</p> <p><b>Key Focus:</b></p> <p>Muslim beliefs about God, the Prophet and the Holy Qur'an.</p> <p>PC: race &amp; sex</p> | <p><b>Unit 33<br/>JUDAISM</b><br/>Why is the Torah so important to Jewish people?</p> <p><b>Key Focus:</b></p> <p>Understand Jews are a diverse group of people by investigating Census data and reflecting on the different cultural heritages of British Jews.</p> <p>PC: race</p> | <p><b>Unit 31<br/>GOD</b><br/>What does it mean if God is holy and loving?</p> <p><b>Key Focus:</b></p> <p>Using Isaiah and Psalm 103 (OT) and the book of 1 John (NT) to work out some ways the Bible says that God is both holy and loving.</p> <p>PC: age, sex, race, marriage &amp; civil partnership, pregnancy &amp; maternity and disability</p> | <p><b>Unit 35<br/>PEOPLE OF GOD</b><br/>How can following God bring freedom and justice?</p> <p><b>Key Focus:</b></p> <p>The story of the Exodus, sequencing key events and considering different interpretations.</p> <p>PC: race</p> | <p><b>Unit 36<br/>THEMATIC</b><br/>What matters most to Humanists and Christians?</p> <p><b>Key Focus:</b></p> <p>To think carefully about actions, sources of authority, values, religious and nonreligious worldviews.</p> <p>PC: age, sex, race, marriage &amp; civil partnership, pregnancy &amp; maternity and disability</p> |
|  | <b>Unit 37<br/>GOSPEL</b>  | <b>Unit 38<br/>INCARNATION</b>  | <b>Unit 39<br/>HINDU DHARMA</b>  | <b>Unit 40<br/>SALVATION</b>  | <b>Unit 41<br/>KINGDOM OF GOD</b>  | <b>Unit 42<br/>THEMATIC</b>  |

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| 6<br>TRIP:<br>Sheffield<br>Cathedral | <p>How to Christians live? &amp; What would Jesus do?</p> <p>Key Focus:</p> <p>Learn about the four gospels, noting some of the similarities and differences between them.</p> <p>PC: race &amp; sex</p> | <p>Why do Christians believe that Jesus was the Messiah?</p> <p>Key Focus:</p> <p>Key texts that recount the story of Jesus' birth and the links Christians make to Old Testament prophecies.</p> <p>PC: sex</p> | <p>Why do Hindus want to be good?</p> <p>Key Focus:</p> <p>Hindu worldview and way of life.<br/>Build on understanding of dharma.</p> <p>PC: age, sex, race,</p> | <p>What difference does the resurrection make to Christians?</p> <p>Key Focus:</p> <p>Study accounts of Jesus' death and resurrection, looking at the connections between Luke 24 and the Christian concepts of sacrifice, resurrection, salvation, incarnation and hope.</p> <p>PC: age, race, disability, sex &amp; (gender)</p> | <p>What kind of king is Jesus?</p> <p>Key Focus:</p> <p>Learn about ways that Christians may interpret parables, exploring how believers put their beliefs into practice in a variety of ways, including through worship and service to the community</p> <p>PC: age, sex, race,</p> | <p>Why do some people believe in God and some not? How does faith help people when life gets hard?</p> <p>Key Focus:</p> <p>Build understanding of the idea of God. Children will put this in the context of both global and local beliefs. Use the terms atheist, agnostic and theist with confidence.</p> <p>PC: age, sex, race, marriage &amp; civil partnership, pregnancy &amp; maternity and disability</p> |
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