



RE at Castlefields Primary School

Statement of intent:

Religious Education at Castlefields follows The Shropshire Agreed Syllabus and is designed to explore a variety of religious and non-religious worldviews. Our goal is to equip children with the knowledge and skills needed to understand the beliefs of others and thrive in today's diverse and constantly changing world. The curriculum provides opportunities for students to engage with religious and non-religious perspectives through various activities, including art, music, drama, discussions, and written activities. At Castlefields, we ensure that our Religious Education curriculum is inclusive, catering to the needs of every child, regardless of their learning requirements.

Curriculum:

Early Years- We chose questions from The Agreed Syllabus which start with the children's own experiences and over the course of the Reception Year start to look out into the wider community. Each faith is taught systematically initially becoming more thematic as the year progresses to allow the children to compare the religions. We link this in with Knowledge of the World- People and Communities. The ELG states the children know about similarities and differences between themselves and others and among families, communities and traditions. Also, Personal, Social and Emotional Development – Making Relationships. The ELG states the children will show sensitivity to others needs and feelings and form positive relationships with adults and children.



Teamwork



Empathy



Respect



Ambition



Resilience



Independence



RE Long Term Plan

The Castlefields Primary School Long Term Plan for RE outlines a structured approach to teaching RE from Year 1 to Year 6, with each year focusing on various key religions.

Key Stage 1-

The children study Christianity, Judaism and Islam. Using The Shropshire Agreed Syllabus questions, the units are planned to allow the children to gain specific knowledge of these faiths and offer the children an opportunity to practice and reinforce their knowledge over the Key Stage. The children are taught in discreet RE lessons and as part of topic work, making cross curricular links where possible.

Key Stage 2 –

The children study Hinduism, Christianity, Islam and Judaism. Using The Shropshire Agreed Syllabus questions, the units are planned to build on and develop the knowledge and skills learnt in KS1.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception EYFS	<u>Unit 1</u> Why is the word God so important to Christians? (Creation)	<u>Unit 2</u> Why do Christians perform Nativity plays at Christmas? (Why is Christmas special for Christians?) (Incarnation)	<u>Unit 3</u> Being special: where do we belong? (Thematic)	<u>Unit 4</u> Why do Christians put a cross on their Easter garden? (Why is Easter special to Christians?) (Salvation)	<u>Unit 5</u> Which places are special and why? (Thematic)	<u>Unit 6</u> Which stories are special and why? (Thematic)
Year 1 KS1	<u>Unit 7</u> Who do Christians say made the world? (Creation)	<u>Unit 8</u> Why does Christmas matter to Christians? (Incarnation)	<u>Unit 9</u> Who is Jewish and how do they live? (Judaism)	<u>Unit 10</u> What do Christians believe God is like? (God)	<u>Unit 11</u> What does it mean to belong to a faith community? (Thematic)	<u>Unit 12</u> How should we care for the world and for others, and why does it matter? (Thematic)
Year 2 KS1	<u>Unit 13</u> What is the good news Christians believe Jesus brings? (Gospel)	<u>Unit 14</u> What is the good news Christians believe Jesus brings? (Gospel)	<u>Unit 15</u> Who is a Muslim and how do they live? (Part 1) (Islam)	<u>Unit 16</u> Why does Easter matter to Christians? (Salvation)	<u>Unit 17</u> Who is a Muslim and how do they live? (Part 2) (Islam)	<u>Unit 18</u> What makes some places special to believers? (Thematic)



Year 3 LKS2	<u>Unit 19</u> What is it like for someone to follow God? (People of God)	<u>Unit 20</u> What is the Trinity and why is it important for Christians? (Incarnation/God)	<u>Unit 21</u> How do festivals and worship show what matters to a Muslim? (Islam)	<u>Unit 22</u> How do festivals and family life show what matters to Jewish people? (Judaism)	<u>Unit 23</u> What do Christians learn from the creation story? (Creation/Fall)	<u>Unit 24</u> How and why do people try to make the world a better place? (Thematic)
Year 4 LKS2	<u>Unit 25</u> What kind of world did Jesus want? (Gospel)	<u>Unit 26</u> For Christians, when Jesus left; what was the impact of Pentecost? (Kingdom of God)	<u>Unit 27</u> What do Hindus believe God is like? (Hindus)	<u>Unit 28</u> Why do Christians call the day that Jesus died 'Good Friday'? (Salvation)	<u>Unit 29</u> What does it mean to be a Hindu in Britain today? (Hindus)	<u>Unit 30</u> How and why do people mark the significant events of life? (Thematic)
Year 5 UKS2	<u>Unit 31</u> What does it mean if Christians believe God is Holy and loving? (God)	<u>Unit 32</u> What does it mean to be a Muslim in Britain today? (Islam)	<u>Unit 33</u> Why is the Torah so important to Jewish people? (Judaism)	<u>Unit 34</u> Creation and science, conflicting or complimentary? (Creation/Fall)	<u>Unit 35</u> How can following God bring freedom and justice? (People of God)	<u>Unit 36</u> What matters most to Humanists and Christians? (Thematic)
Year 6 UKS2	<u>Unit 37</u> Christians and how to live: what would Jesus do? (Gospel)	<u>Unit 38</u> Why do Christians believe that Jesus was the Messiah? (Incarnation)	<u>Unit 39</u> Why do Hindus want to be good? (Hindus)	<u>Unit 40</u> What difference does the resurrection make to Christians? (What do Christians believe Jesus did to 'save' people?) (Salvation)	<u>Unit 41</u> For Christians, what kind of king is Jesus? (Kingdom of God)	<u>Unit 42</u> Why do some people believe in God and some not? How does faith help people when life gets hard? (Thematic)



RE Medium Term Plans:

Medium-term plans ensure our children acquire an understanding, appreciation and respect for the different beliefs that people hold in our school, local community and the wider world around them. Their learning in RE also enables them to gain an awareness of their own feelings and develop an understanding of the needs and feelings of others.

EYFS: UNDER REVIEW FOR 25/26



Year 1 RE Medium Term Plan

Year 1 Medium Term Planning - RE					
Autumn 1- Who do Christians say made the world?	Autumn 2- Why does Christmas matter to Christians?	Spring 1 – Who is Jewish and how do they live?	Spring 2- What do Christians believe God is like?	Summer 1- What does it mean to belong in a faith community?	Summer 2 – How should we care for the world and others, and why does it matter?
<p>Within this unit, pupils will learn about the Christian creation story. They will learn about the key events within the story and be able to retell it using key vocabulary. They will begin to understand that some Christians believe different things about creation. Pupils will begin to compare texts found within the creation story and start to think about how Christians might try to be stewards of the world. Pupils will also consider how Christians may act in response to creation and why they may choose to praise God for it.</p> <p>Key Vocabulary</p> <ul style="list-style-type: none"> • Creation • World • Belief • Thank • Harvest • God • believe • Bible • Genesis • praise 	<p>In this unit pupils will start to think about the term's secular and religious. Drawing from their knowledge from Foundation Stage, they will talk about the key events from the Christmas story in more detail. Pupils will find out about how Christmas is celebrated today and begin to consider which traditions are secular and which are religious. They will focus on religious artwork, saying how and why it helps Christians today to celebrate the key events from the story.</p> <p>Key Vocabulary</p> <ul style="list-style-type: none"> • Incarnation • Jesus • Mary • Joseph • Shepherds • Advent • Secular • Religious • Birth • Celebration 	<p>Within this unit, pupils will learn about Jewish worldviews and ways of life. They will learn about texts from the Torah and their importance for Jewish people today. They will find out about the mezuzah and the Shema prayer and what they mean for believers. Later in the unit, pupils will find out about Shabbat and Chanukah, discussing why Jewish people mark these times, what they learn from stories found in the Torah and why they are important today.</p> <p>Key Vocabulary</p> <ul style="list-style-type: none"> • Synagogue • Torah • Jewish • Mezuzah • Shabbat • Shema • God • Chanukah • Dreidel • Star of David 	<p>Within this unit, pupils find out what parables are, and that Christians believe these stories were told by Jesus to teach his followers about God. They learn about the parable of the Lost Son and what this story teaches many Christians about God, including God being loving and forgiving. Pupils think carefully about what it means for Christians to ask for forgiveness from God and the promise that people will be welcomed back into God's family. They also learn the story of Jonah and the Big Fish and find out about how many Christians put their beliefs into practice through worship.</p> <p>Key vocab:</p> <ul style="list-style-type: none"> • Forgiving • Prodigal • Worship • Nineveh • loving • Father • Parable • Jonah • God • Holy 	<p>In this unit, the pupils will focus on what it means to belong to a faith community. They will revisit knowledge from prior units about Muslims, Christians, and Jewish people, considering how members of these communities show that they belong. Throughout the unit, pupils will encounter artefacts, places of worship and symbols. Pupils will also consider where they belong and the communities to which they are a part of.</p> <p>Key vocab:</p> <ul style="list-style-type: none"> Community • Muhammad • Shabbat • Allah • Ichthus • Faith • Baptism • Agigah • Parable • wedding 	<p>Within this unit, pupils will encounter stories and texts that say something about different people being unique and valuable, making links to Christian and Jewish worldviews and the belief that God loves all people. Pupils will revise their knowledge of Genesis 1 and what this account of creation tells Christians and Jews about caring for the world. Later in the unit, pupils will think carefully about different ways that Christians and Jews care for people of the world, including giving to charities, and how this action links to teachings found within the Bible and the Torah. Pupils will also take time to consider why people who are <u>religious</u> and non-religious should care for others and look after the natural world.</p> <p>Key vocab:</p> <ul style="list-style-type: none"> Community • World • Psalm • Stewardship • love • Genesis • Religious • Nonreligious • Christian • Jews



Week 1	2	3	Week 1	2	3	Week 1	2	3	Week 1	2	3	Week 1	2	3	Week 1	2	3
Who do Christians think made the world?	What happened in the creation story?	What would Christians say to God about his creations?	Who was Jesus?	What happened in the story of the birth of Jesus?	Was Jesus born where people would have expected?	What is precious to Jewish people? What does a mezuzah remind Jewish people about?	What is precious to Jewish people? What does a mezuzah remind Jewish people about?	How and why do Jewish people celebrate Shabbat?	What do Christians believe God is like?	What do Christians believe God is like?	What do Christians believe God is like?	What does it mean to belong to a community?	How do Christians and Muslims show that they belong?	How do Christians, Muslims and Jewish people show that they belong?	What do Christian, Jewish and non-religious people believe about caring for people?	What do Christian, Jewish and non-religious people believe about caring for people?	What do Jewish people believe about caring for people?
4	5	6	4	5	6	4	5	6	4	5	6	4	5	6	4	5	6
What is Harvest time?	How do stained glass windows tell a story?	Why did God rest on the seventh day?	Why is waiting and preparing for Christmas important for many Christians?	What do some people like to say thank you for at Christmas?	How do people use the story of the nativity to guide their beliefs at Christmas?	What stories do Jewish people tell from the Torah?	What might the story of Chanukah * make Jewish people think about?	What might the story of Chanukah * make Jewish people think about?	What do Christians believe God is like?	What do Christians believe God is like?	What do Christians believe God is like?	What do worldviews say about how valuable people are?	How do Muslims and Christians welcome a new baby?	How do people show that they belong to each other?	What do Jewish people believe about caring for people?	What do Christians and Jewish people believe about the beginning of the world and how do they think people should treat the world?	What do Christians and Jewish people believe about the beginning of the world and how do they think people should treat the world?



Year 2 RE Medium Term Plan

Year 2 Medium Term Planning - RE

Autumn 1 – Who is a Muslim and how do they live? - Part 1	Autumn 2- What is the 'good news' that Christians say Jesus brings? – Part 1	Spring 1- What is the 'good news' that Christians say Jesus brings? - Part 2	Spring 2- Why does Easter matter to Christians?	Summer 1- Who is Muslim and how do they live? - Part 2	Summer 2 – What makes some places special to believers?
<p>In this unit, pupils will find out about Islam, key beliefs, and ways of living for Muslims. Pupils will learn about some of the key Muslim beliefs about God found in the Shahadah and learn about the 99 names of Allah. Pupils will encounter stories about the Prophet and find out about what these teach Muslims today about ways of living. Pupils will learn about the five pillars of Islam and how these impact upon the lives of believers. They will learn about the importance of prayer and what it means for Muslims all over the world.</p> <p>Key Vocabulary</p> <ul style="list-style-type: none"> • Shahadah • Zakat • Muslims • Haij • Islam • Sawm • Salah • Tawhid • Ramadan • Prophet 	<p>In this unit, pupils will learn about the concept of 'Gospel' and the good news of forgiveness, peace and love that Christians believe Jesus brings. Pupils will learn about Matthew the Tax Collector and how Christians believe that Jesus offers forgiveness, looking at their heart rather than what they have done in the past. Pupils will learn about the instructions that Jesus gives in the Bible and how Christians follow his example and these instructions <u>in order to</u> behave in a Christ like way. Pupils will take time to consider whether Jesus' good news is only good news for Christians or whether there are things for people from different worldviews to consider. This unit is made up of two parts and learning covering the above content will continue in part two.</p> <p>Key Vocabulary</p> <ul style="list-style-type: none"> • Christians • Jesus • Matthew • Fishermen • Disciples • Tax collector • peace • forgiveness • Apostles 	<p>In this unit, pupils will learn about the concept of 'Gospel' and the good news of forgiveness, peace and love that Christians believe Jesus brings. Pupils will learn about Matthew the Tax Collector and how Christians believe that Jesus offers forgiveness, looking at their heart rather than what they have done in the past. Pupils will learn about the instructions that Jesus gives in the Bible and how Christians follow his example and these instructions <u>in order to</u> behave in a Christ like way. Pupils will take time to consider whether Jesus' good news is only good news for Christians or whether there are things for people from different worldviews to consider.</p> <p>Key Vocabulary</p> <ul style="list-style-type: none"> • Christians • Jesus • Matthew • Fishermen • Disciples • Tax collector • peace • forgiveness • Apostles • Prayer 	<p>Within this unit, pupils will recognize that the concepts of God, Incarnation, Gospel and Salvation are all part of the big story of the Bible. They will find out about the key events of Holy Week and Easter, making links with the Christian belief of salvation. Pupils will learn about how Christians show their beliefs about Jesus being their savior within celebrations and worship in church at Easter. Pupils will learn about the instructions that Christians believe that Jesus gave his followers about how to behave. They will consider what the story of Easter means for Christians today and why they put their hope in heaven.</p> <p>Key vocab:</p> <ul style="list-style-type: none"> • God • Salvation • Saviour • Resurrection • Eternal Life • Secular • Easter • Worship • Good Friday • Religious 	<p>In this unit, pupils will find out about Islam, key beliefs and ways of living for Muslims. Pupils will learn about some of the key Muslim beliefs about God found in the Shahadah and learn about the 99 names of Allah. Pupils will encounter stories about the Prophet and find out about what these teach Muslims today about ways of living. Pupils will learn about the five pillars of Islam and how these impact upon the lives of believers. They will learn about the importance of prayer and what it means for Muslims all over the world.</p> <p>Key vocab:</p> <ul style="list-style-type: none"> • Muslim • Shahadah • Zakat • Haij • Islam • Prophet • Salah • Sawm • Ramadan • Allah 	<p>Within this unit, pupils will find out about various places of worship and why they are important to many believers. They will focus on the key features of churches, mosques and synagogues learning about how these can vary within different traditions. Pupils will also spend time considering the similarities that all places of worship have and how they support their local communities in practical ways.</p> <p>Key vocab:</p> <ul style="list-style-type: none"> • Worship • Jewish • Holy • Christian • Muslim • community • • • • Mosque • Sacred • Church • Synagogue • Place of worship • Shabbat



Week 1			Week 2			Week 3			Week 4			Week 5			Week 6		
1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
What do people think about God? What do Muslims think about God?	What do Muslims think about God? What do some of the Muslim 99 Beautiful Names for God mean?	What do Muslims think about God? What does the Shahadah say about Muslim beliefs?	What did Jesus' good news mean for Matthew in the Bible story?	What might a Christian say was the good news that Jesus brought to Matthew?	What do many Christians believe is the good news that Jesus brings about forgiveness?	What can we say about peace as part of the good news Christians believe Jesus brings?	How can we show the good news that Christians believe Jesus brings?	What do Christians believe Jesus showed them about how to pray?	What are the main events of the Bible story of Holy Week and Easter?	What are the six biggest moments in the story of Easter?	How do Christians feel about the main events of the Bible stories of Holy Week and Easter?	Who was the Prophet Muhammad and why is he important to Muslims?	What difference does worshipping God make to Muslims?	What difference does worshipping God make to Muslims?	Which places are special to me? Where is a sacred place for a believer to go?	Which place of worship is sacred for Christians?	Which place of worship is sacred for Jewish people?
4	5	6	4	5	6	4	5	6	4	5	6	4	5	6	4	5	6
Who was the Prophet Muhammad and why is he important to Muslims? What do Muslims believe the Prophet Muhammad was like?	Why is the Prophet Muhammad so important to Muslims?	What do Muslims do because they love to treat the Quran with respect?	What do many Christians believe is the good news that Jesus brings about peace?	What might Christians do to follow the life of Jesus and bring 'good news' to people?	How might Christian prayer link to saying sorry and forgiveness?	What are the important parts of prayer for many Christians?	What is the good news that Christians believe Jesus brings?	What do we know about the good news that Christians believe Jesus brings?	Why do Christians say 'Good Friday' for the day Jesus died?	What impact does the Easter story have on many Christians?	We will think again about the big idea that Christians remember at Easter - 'Jesus as Saviour'	What difference does worshipping God make to Muslims?	What difference does worshipping God make to Muslims?	Who is a Muslim and how do they live?	What happens during church services?	Which place of worship is sacred for Muslims?	How are places of worship similar and different? Why are places of worship important to our community?



Year 3 RE Medium Term Plan

Year 3 Medium Term Planning - RE

Autumn 1- What is it like for someone to follow God?	Autumn 2- What is the Trinity and why is it important for Christians?	Spring 1 – How do festivals and worship show what matters to a Muslim?	Spring 2 - How do festivals and family life show what matters to Jewish people?	Summer 1- What do Christians learn from the creation story?	Summer 2 – How and why do people try to make the world a better place?
<p>In this unit, pupils will learn about the Old Testament people of God and how they lived their lives. They will learn the story of Noah, considering what it was like for him to follow God. They will learn about the covenant that Christians believe that Noah made with God, making links to the promises that Christians make at a wedding ceremony. Pupils will spend time looking at several texts that share stories from the Old Testament people of God in detail. They will consider the importance of returning to the original text for meaning rather than learning the story from videos or children's books. Later in the unit, pupils will learn about the story of Abram/Abraham and the covenant that he made with God. They will consider why following God might sometimes feel hard for believers.</p>	<p>In this unit, pupils will find out about the baptism of Jesus and where this is found in the Bible. They will study the text in detail and find out about what it means for Christians today. They will investigate how Christians show their beliefs about God and the Trinity and how these impacts upon their lives. Later in the unit, pupils will find out about infant and believer's baptism in the church and what this means for Christians today.</p>	<p>Within this unit. Pupils will identify some beliefs about God in Islam, expressed in Surah 1. They will also make clear links between beliefs about God and ibadah (worship) and how this links to prayer, fasting, celebrating and the intention to live out the five pillars of Islam. They will have opportunities to ask questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits of these for all people.</p>	<p>Within this unit, pupils will build on their knowledge about Jewish worldviews and way of life. They will recap work on Shabbat and deepen it by considering how different Jews today mark it. They will understand that Jews are diverse – beginning to use the language of Orthodox and Progressive. They will explore Shabbat, Rosh Hashanah, Yom Kippur, and Pesach to build up their understanding of festivals and ideas of forgiveness, remembering, and freedom.</p>	<p>This unit focuses on the stories of Creation and the Fall as two parts of the 'Big Story' of the Bible. Pupils familiarise themselves with the first Creation story from Genesis and key messages within it for many Christians about the world being good and how Christians are called to look after God's world. They move on to think about the story of Adam and Eve and how the Fall fits into the 'Big Story' of the Bible.</p>	<p>In this unit, pupils will find out about how Jewish, Christian, Muslim, and non-religious people try to care for the world. They will consider what motivates people from these worldviews to care for the world, basing their knowledge on scripture and religious teachings. Pupils will consider why the world is not always good and make simple links to religious (e.g. Christian, Jewish, Muslim) and non-religious (e.g. Humanist) worldviews. They will find out about the Jewish idea of Tikkun Olam and consider how charities like Tzedek help Jewish people to live out ideas and teachings, considering diversity of views. Pupils will have opportunities to raise their own questions about caring for the world and consider the responsibility that everyone must care for the world.</p>
<p>Key Vocabulary</p> <ul style="list-style-type: none"> • Prophets • Abram • Noah • Wedding • Old Testament • Pilgrimage • Muslims • Holy • Church • Promise • Abraham • Covenant • Righteous • Christians 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> Trinity • Holy spirit • Messiah • John the Baptist • Believer's Baptism • Pilgrimage • Muslims • Holy • Church • Father • Jesus • Scripture • Infant Baptism • Denomination 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> • Prophet • Muhammad • Allah • Fasting • Tawhid • Quran • Salah • Ramadan • Sawm • Eid 	<p>Key vocab:</p> <ul style="list-style-type: none"> • Freedom • Torah • Yom Kippur • Orthodox • Pesach • Shabbat • Rosh Hashanah • Shema • Progressive • Forgiveness 	<p>Key vocab:</p> <ul style="list-style-type: none"> Creation • Catholic • Big Story • Responsibility • Sin • Pilgrimage • Muslims • Holy • Church • Steward • Interpret • Genesis • Fall • Temptation 	<p>Key vocab:</p> <ul style="list-style-type: none"> Tikkun Olam • Jewish • Christian • Muslim • Zakat • Stewardship • Steward • Salvation • Humanist • Golden Rule



Week 1	2	3	Week 1	2	3	Week 1	2	3	Week 1	2	3	Week 1	2	3	Week 1	2	3
Which information about Bible stories can we get from different types of text?	What can we about Noah form reading the Biblical story?	What is the link between the story of Noah and the idea of covenant? What are the links between the story of Noah and how many Christian people live?	What is the Trinity? What happens in the biblical story of the baptism of Jesus?	How is the Trinity shown in the Biblical story of the baptism of Jesus?	Why is the biblical story of the baptism of Jesus important for many Christians ?	How do festivals and family life show what matters to a Muslim?	What does the opening chapter of the Qur'an teach Muslims about God?	Why does prayer matter to Muslims?	What do many Jewish people do to mark Shabbat?	What does Shabbat look like in the UK today?	What do different Jewish people celebrate at Rosh Hashanah ?	Where does Creation belong in the 'Big Story' of the Bible?	What kind of world do Christians believe in? What do we mean by good?	How have Christians interpreted looking after the world?	How and why do people try to make the world a better place? What is wrong with the world?	How can the 'Golden Rule' help people to work out how to make the world a better place?	Tikkun Olam, repairing the world: how do Jewish people try to make the world a better place?
4	5	6	4	5	6	4	5	6	4	5	6	4	5	6	4	5	6
What is the link between a Christian wedding ceremony and the idea of covenant	Did Abram show he trusted God?	Is it always easy for Christians to try to follow God?	What are the similarities and differences between infant baptism and believer's baptism?	What might affect a Christian's decisions about baptism?	What is the Trinity and why is it important for Christians ?	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 happens at Yom Kippur?	What is the story of Passover?	Why do many Jews celebrate Passover every year?	How do different Christians think about and look after the environment?	What do Christians mean by 'The Fall'?	What do many Christians learn from the stories of Creation and the Fall?	Who is inspired by Jesus' example of sacrifice?	How do Muslims try to make the world a better place?	How do non-religious people try to make the world a better place?



Year 4 RE Medium Term Plan

Year 4 Medium Term Planning - RE					
Autumn 1 – What do Hindus believe God is like?	Autumn 2 - What does it mean to be a Hindu in Britain today?	Spring 1- What kind of world did Jesus want?	Spring 2 - Why do Christians call the day that Jesus died 'Good Friday'?	Summer 1- For Christians, when Jesus left; what was the impact of Pentecost?	Summer 2 – How and why do people mark the significant events in life?
<p>This unit begins to introduce Hindu Dharma to pupils, building on some encounters they may have had in EYFS and Key Stage One. In this unit pupils act as philosophers considering how Hindus might see the world. They look at the concepts of Brahman to build up understanding. They use some stories, examine some Hindu texts and consider how deities exemplify qualities of Brahman.</p> <p>Key Vocabulary Hindu •Brahman • Deity • Namaste •Shiva •Aum •Atman • Lakshmi •Vishnu •Brahma</p>	<p>In this unit, pupils build on their understanding of Brahman and look at lived reality through examining Puja at home, worship in the mandir, and the festival of Diwali. Pupils will reflect on the idea of dharma through two stories which will sow seeds for examining this concept in more depth in Upper Key Stage 2.</p> <p>Key vocab: Hindu • Puja • Ramayana • Shrine • Rama • Dharma • Deity • Mandir • Diwali •Sita</p>	<p>In this unit, pupils will learn about the concept of 'Gospel' which tells the story of the life and teaching of Jesus. They will learn about the calling of the first disciples and how Christians today try to follow Jesus. Pupils will find out about Jesus' actions towards other people and what example these set for the actions of Christians today. Pupils will learn about links between the teachings within Bible and what the meaning of Jesus' good news for Christians is. Later in the unit. They will learn about the parable of the Good Samaritan and the importance of charity within the lives of many.</p> <p>Key Vocabulary Jesus • Disciples • Follower • Clergy • Galilee •Vicar •Parable •Samaritan • Gospel •Evangelist</p>	<p>Within this unit, pupils will learn about how the Christian Salvation story fits into the big story of the Bible. They will find out about the main events of holy week and offer suggestions about how people at the time might have felt and responded to these key events. Pupils will study texts from the Bible that retell the key events of holy week and suggest what these mean for Christians today. Later in the unit, pupils will find out about how Christians today remember, celebrate and respond to the events of holy week and Easter. They will begin to make links between some of these events and life in the world today, suggesting why some Christians live their lives in the way that they do.</p> <p>Key vocab: Salvation • Jerusalem • Resurrection • Forgiveness • Crucifixion •Palm Sunday • Disciples •Sin •Easter • Calvary</p>	<p>In this unit, pupils will find out about the events of Pentecost found in the Bible, considering which events would be needed to retell the story for someone else. They will begin to consider what the events found in Acts 2 might have meant for the first Christians and what they mean for Christians today. They will make links between the description of the day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God. Pupils will learn how Christians today show their beliefs about the Holy Spirit in worship and the way that they live their lives.</p> <p>Key Vocabulary Pentecost • Holy Spirit • Disciples • Lord's Prayer • Baptised • Tongues •Acts • Trinity •Apostles • Scripture • Infant Baptism • Denomination</p>	<p>In this unit, pupils will learn about the beliefs of people from different worldviews surrounding commitment and promises. They will discuss the meaning and importance of ceremonies of commitment for religious and non-religious people. They will take time to consider the links between ideas of love, commitment and promises within the ceremonies that they study. Pupils will learn about several rites of passage and use their knowledge to reflect upon whether it is good for everyone to see life as a journey, and to mark the milestones.</p> <p>Key vocab: Significant • Journey •Baptism • Commitment • Marriage •Bar Mitzvah •Bat Mitzvah • Ceremony • Wedding •Sacred thread</p>



Week 1	3	Week 1	Week 1	2	3	Week 1	2	3	Week 1	2	3	Week 1	2	3	Week 1	2	3
How do many Hindus describe ultimate reality?	How might the idea of Brahman being in everything affect how you live?	What can we find out about some Hindu deities?	What is Hindu Dharma?	How and why do many <u>Hindu's</u> perform puja?	What is Dharma? What can we learn from the story of King Yudhishtira?	What kind of world did Jesus want?	How does 'fishers of men' apply to Christians today?	What is an evangelist?	What can you remember about Holy Week?	How did people feel on Good Friday?	Why did Jesus have to die and rise again?	What do you already know about Pentecost?	What does the Bible say about Pentecost?	How have artists depicted the events of Pentecost?	How and why do people mark the significant events in life?	What is the significance of baptism for Christians? What happens and what does it mean?	How do many Jewish people mark becoming an adult?
4	5	6	4	5	6	4	5	6	4	5	6	4	5	6	4	5	6
How do many Hindus understand deities?	What can we learn about deities from Ganesh?	What do Hindu's believe God is like?	What does Ramayana tell many <u>Hindu's</u> about the Dharma?	How and why do many <u>Hindu's</u> celebrate Diwali?	Can I plan a Diwali celebration for my local community?	How did and does Jesus want people to act?	What does the Good Samaritan teach Christians?	What kind of world did Jesus want?	Why is the Easter story important?	For Christian's, why is Good Friday so important?	Why do Christians call the day Jesus dies 'Good Friday'?	For Christians what is the impact of the gift of the Holy Spirit?	For Christians, what was the impact of the Holy Spirit?	What can you tell me about the Trinity?	What ceremonies do many Hindus mark in the journey of life?	Why do people choose to get married? What do wedding ceremonies show us about commitment, love, promises?	Why do people choose to get married? What do wedding ceremonies show us about commitment, love, promises?



Year 5 RE Medium Term Plan

Year 5 Medium Term Planning - RE

Autumn 1- What does it mean if Christians believe God is holy and loving?	Autumn 2- What does it mean to be a Muslim in Britain today?	Spring 1 – Why is the Torah so important for Jewish people?	Spring 2- Creation and science; conflicting or complementary?	Summer 1- How can following God bring freedom and justice?	Summer 2 – What matters most to Humanists and Christians?
<p>Within this unit, pupils will learn about what Christians believe God is like, exploring key texts from the Bible, using ways of knowing that theologians use. They will study passages from the book of Isaiah and Psalm 103 (Old Testament) and the book of 1 John (New Testament) to work out some ways the Bible says that God is both holy and loving. Pupils will learn how to use key vocabulary such as 'omnipotent, omniscient and eternal' to describe the Christian view of God. Pupils will link their learning in this topic to other concepts studied to suggest why Christians believe that God is forgiving and loving, showing the impact that sin can have on the lives of believers. Pupils will be able to explain that for most Christians, getting to know God is like getting to know a person.</p> <p>Key Vocabulary Holy • Omnipresent • Omniscient • Believer • Eternal • Loving • Omnipotent • Isaiah • John • Testament</p>	<p>Within this unit, pupils will extend their learning about Muslim beliefs about God, the Prophet and the Holy Qur'an. They will find out about Muslim sources of authority and how they guide daily living for believers. Pupils will learn about ibadah and links to the Five Pillars, festivals, and places of worship. They will learn about submission, obedience, generosity, self-control and worship; making clear links to how these are lived out in the lives of Muslims today. Pupils will also spend time finding out about the lived experience of Muslims in Britain today.</p> <p>Key Vocabulary Muslim • Ibadah • Submission • Ramadan • Shahadah • Salah • Sawm • Zakah • Hajj • Pilgrimage</p>	<p>Within this unit, pupils will build on their learning about the Jewish worldview and way of life. They will build on their understanding that Jews are a diverse group of people by investigating Census data and reflecting on the different cultural heritages of British Jews. They will investigate the centrality of Torah through examining how a Sefer Torah is constructed, it's place within the synagogue and how different Jews may interpret the Torah in diverse ways. They will consider how interpretation of Torah influences dietary choices. Finally, they will reflect on how Jewish practice is being adapted in the light of current thinking on gender and climate.</p> <p>Key Vocabulary • Torah • Sefer Torah • Orthodox • Secular • Pesach (Passover) • Synagogue • Kosher • Progressive • Kashrut</p>	<p>Within this unit, pupils will find out about the importance of creation within the 'Big Story' of the Bible. They will study Genesis 1 and find out about how different Christians may interpret this text in different ways. Pupils will spend time discussing and weighing up whether Genesis 1 is conflicting or complementary with what science says. Pupils will also encounter scientists who are religious and those who are not and discuss how they may or may not find science and faith compatible. They will encounter different theological theories that some Christians use to interpret the creation story, suggesting why these may be helpful for believers. By the end of the unit, pupils should understand that whilst some people see science and religion as opposites, others do not.</p> <p>Key vocab: Science • Genesis • Big bang theory • Complementary • Creation • Literal • Creator • Conflicting • Interpretation • Theory</p>	<p>Within this unit, pupils will find out about the story of the Exodus, sequencing key events and considering different interpretations. Pupils will make clear connections between Bible texts studied and what Christians believe about how God can help during difficult times and how they should behave. They will explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others. Later in the unit, pupils will investigate the ten commandments, considering why the People of God were given these and what they mean for believers today.</p> <p>Key vocab: People of God • Children of Israel • Freedom • Justice • Moses • Exodus • Slavery • Egypt • Pharaoh • Rescue</p>	<p>In this unit, pupils will think carefully about actions, sources of authority, values, religious and non-religious worldviews. They will make links with sources of authority that tell people how to be good. Pupils will spend time thinking about the similarities and difference between Christian and Humanist ideas about being good and how people live. They will consider what it means to follow a moral code; carefully thinking about why this might be both helpful and difficult.</p> <p>Key vocab: Humanist • non-religious • Belief • Moral • Golden rule • Humanism • Worldview • Christian • Values • Authority</p>



Week 1	2	3	Week 1	2	3	Week 1	2	3	Week 1	2	3	Week 1	2	3	Week 1	2	3
What words do pupils connect to the idea of 'God'? What words do Christians connect to their idea of God?	What does the Bible say God is like?	How can ideas of God be expressed in art?	How many Muslims and how many mosques are there in Britain?	How might the five pillars affect the lives of Muslims in Britain today?	Why is Zakah/charity important to Muslims? How is charity important to you?	What do Jewish people look like, and where do we find Jewish people in the UK?	What is the Torah? What is a Sefer Torah?	Why are there different types of synagogue in the UK?	What can we find out about the creation story in Genesis 1?	What might many Christians see as important in Genesis 1?	What relationships do scientists have with religious worldviews?	What can we learn about the story of the Exodus in the Bible?	Where do we think the Exodus story shows Moses' trust in God?	How might the Exodus story help Christians when life gets tough?	What matters most to Humanists and to Christians? Rules: do we need them? Who breaks them?	Who is a Humanist? What codes for living do non-religious people use?	Who is a Humanist? What codes for living do non-religious people use?
4	5	6	4	5	6	4	5	6	4	5	6	4	5	6	4	5	6
How do some Christians respond to a holy and loving God?	How do churches and cathedrals reflect Christian ideas about God?	What does it mean if Christians believe God is holy and loving?	Why do Muslims go on pilgrimage?	Why do Muslims go on pilgrimage?	What does it mean to be a Muslim in Britain today?	How does the Torah influence what Jewish people might eat?	How are Jewish people adapting festivals in the UK?	Why is the Torah important to Jewish people?	How and why do some Christians see both science and religion as important?	What are some different Christian views about the relationship between science and religion?	Science and religion: conflicting or complementary?	What do we think about the importance of the Ten Commandments?	How do many Christians try to bring freedom and justice (themes from the Exodus story) into today's world?	What can we say about the Exodus story, its themes and its importance for Christians today?	What values matter most to Christians? How does it show? How can our different values be discussed?	How do Humanists and Christians know how to act? What do they base their decisions on?	What matters most to Humanists and to Christians?



Year 6 RE Medium Term Plan

Year 6 Medium Term Planning - RE

Autumn 1- How do Christians live? What would Jesus do?	Autumn 2- Why do Christians believe that Jesus was the Messiah?	Spring 1 – Why do Hindus want to be good?	Spring 2- What difference does the resurrection make to Christians?	Summer 1- For Christians, what kind of King is Jesus?	Summer 2 – Why do some people believe in God and some people not?
<p>In this unit pupils will learn about the four gospels, noting some of the similarities and differences between them. They will learn about the context of the gospels and the Christian tradition that Matthew, Mark and Luke wrote using eyewitness accounts to the life and teachings of Jesus whereas John used some different sources and includes long reflections on Jesus' teaching. They will learn about the differences between Jesus' direct teaching and his teaching through parables and other stories that he told. Pupils will talk about the meanings of different biblical texts and what they mean for Christians today. They will focus on what Christians believe the 'good news' of Jesus is, giving examples of the example of Jesus' behaviour that Christians try to follow. Pupils will also spend time discussing how Christian communities today act and how this is based on Jesus' teachings.</p> <p>Key vocab: Gospel • Theology • Luke • Matthew • Mark • Interpretation • Leprosy • Christ-like • Parables • Commandments</p>	<p>In this unit, pupils will learn about the concept of 'incarnation' and how it fits within the big story of the Bible. They will study key texts that recount the story of Jesus' birth, and the links Christians make to Old Testament prophecies. Pupils will study and discuss selected texts alongside key Christian beliefs, using theological terms. They will consider the idea of Jesus fulfilling the expectations of the Messiah, within Christian tradition, and consider the importance of this for Christians today.</p> <p>Key vocab: Messiah • Incarnation • Saviour • Immanuel • Micah • Theological • Prophecy • Gospel • Prophet • Isaiah</p>	<p>Within this unit, pupils will build on their learning about the Hindu worldview and way of life with particular progression from the units on 'what do Hindus believe God is like?' and 'what does it mean to be a Hindu in Britain today?' They will build on their understanding of dharma. Pupils will hear and interpret the story of the man in the well from the Mahabharata. They will investigate the key concepts of Karma, Dharma and samsara and how this might affect how a Hindu chooses to live their life using the example of two charities.</p> <p>Key vocab: • Dharma • Samsara • Reincarnation • Atman • Duty • Karma • Moksha • Brahman • Ahimsa • Deity</p>	<p>Within this unit, pupils will study the 'big story' of the Bible, explaining the place of incarnation and salvation. They will study accounts of Jesus' death and resurrection comparing their thoughts with the different ways that Christians may interpret these texts. Pupils will spend time researching the connections between Luke 24 and the Christian concepts of sacrifice, resurrection, salvation, incarnation and hope. They will carefully consider how worship on Good Friday and Easter Sunday may vary, thinking about how Christians put their beliefs into practice in different ways. Pupils will also make links between the resurrection and forgiveness. Pupils will also learn about Christian funerals and how these link to the promise of eternal life because of Jesus' sacrifice on the cross.</p> <p>Key vocab: • Salvation • Resurrection • Interpret • Sacrifice • Biblical • Theological • Gospel • Eternal life • Incarnation • Funeral</p>	<p>In this unit, pupils will find out about parables from the Bible and learn that most Christians believe that Jesus told some parables to share what the Kingdom of God is like and to invite people to join God's kingdom by letting God rule in their hearts. Pupils will learn about different ways that Christians may interpret these texts, exploring how believers put their beliefs into practice in a variety of ways, including through worship and service to the community. Pupils will spend time discussing what the parables that Jesus told might mean for Christians today and how they may have an impact on how Christians live. Pupils will focus on the parable of the great banquet and the parable of the unforgiving servant. They will explore how some Christians interpret these parables as saying that people need to accept the invitation to God's Kingdom and should not get distracted by the temptations of the world, and that forgiveness and mercy is at the heart of what it is to live under God's rule. Pupils will also find out about ways in which many Christians try to make the world more like God's Kingdom by challenging unjust social structures in their local area and around the world.</p>	<p>Within this unit, pupils will build on their understanding of the idea of God from some of the systematic units. They will put this in the context of both global and local beliefs. They will examine the rising number of people who identify as 'no religion' and learn to use the terms atheist, agnostic and theist with confidence. They will examine the idea of God using a psychological and theological lens, before offering reasons for why people may choose not to believe or to believe in God.</p> <p>Key vocab: • Theist • Atheist • Psychology • Evidence • Psychologist • Agnostic • Humanist • Philosophy • Reason • Theologian</p>



Week 1			Week 2			Week 3			Week 4			Week 5			Week 6		
Where do Christians find out about what Jesus did?	Why do Christians think it is wise to follow Jesus' teachings?	What was Jesus' sermon on the mount about?	What was going on that meant the People of God needed a saviour?	What kind of rescuer/Messiah were people expecting?	Why do Christians believe Jesus fulfils the expectations of the Messiah?	Who or what is Brahman?	What is atman? What can be learned about atman through a Hindu story?	What is samsara? Why is atman important? What else is important?	Why do Christians believe Jesus was resurrected?	How do many churches mark Good Friday and Easter Sunday?	What is the change in emotions felt for many Christians from Good Friday to Easter Sunday? Why is this felt?	In Jesus' parables, who is invited into God's kingdom?	According to Jesus' teachings, how important is forgiveness in God's kingdom?	How does Christian Aid try to make the world more like God's kingdom?	Belief in God: what patterns can we see in our local area, our country and our world?	What do we mean by agnostic, atheist or theist? Introducing the lens of philosophy	How can psychology help us understand what people mean when they think about the idea of God?
4	5	6	4	5	6	4	5	6	4	5	6	4	5	6	4	5	6
How do some Christians follow Jesus' example in caring for those in need? (part 1)	How do some Christians follow Jesus' example in caring for those in need? (part 2)	How far do Jesus' teachings and actions inspire others?	Why do most Christians believe Jesus is the Messiah?	How does Christmas fit in with Christian beliefs about Jesus?	Why do Christians believe that Jesus was the Messiah?	How might dharma affect the way someone lives their life?	What is ahimsa and how does it affect the lives of Hindu people?	Why do Hindus want to be good?	When and why might a Christian have to stand up for their beliefs?	Why do Christians have hope even when someone dies?	What difference does the resurrection make to Christians?	How do Christians see God's kingdom as being now and in the future?	For Christians, what are the features of God's kingdom and Jesus' kingship?	How do Christians try to live in God's kingdom?	What can we learn from theology about the idea of God?	Why do some people believe that God does not exist?	Why do some people believe in God and some people not? Where do I stand?

Key vocab:
 Parable • Kingdom • Salvation • Forgiving • Unforgiving • Banquet • Biblical • Inheritance • Social • Unjust



Child-version learning objectives examples Year 6:

Autumn 1	Autumn 2
Where do Christians find out about what Jesus did?	What was going on that meant the People of God needed a saviour?
Why do Christians think it is wise to follow Jesus' teachings?	What kind of rescuer/Messiah were people expecting?
What was Jesus' sermon on the mount about?	Why do Christians believe Jesus fulfils the expectations of the Messiah?
How do some Christians follow Jesus' example in caring for those in need? (part 1)	Why do most Christians believe Jesus is the Messiah?
How do some Christians follow Jesus' example in caring for those in need? (part 2)	How does Christmas fit in with Christian beliefs about Jesus?
How far do Jesus' teachings and actions inspire others?	Why do Christians believe that Jesus was the Messiah?
Spring 1	Spring 2
Who or what is Brahman?	Why do Christians believe Jesus was resurrected?
What is atman? What can be learned about atman through a Hindu story?	How do many churches mark Good Friday and Easter Sunday?
What is samsara? Why is atman important? What else is important?	What is the change in emotions felt for many Christians from Good Friday to Easter Sunday? Why is this felt?
How might dharma affect the way someone lives their life?	When and why might a Christian have to stand up for their beliefs?
What is ahimsa and how does it affect the lives of Hindu people?	Why do Christians have hope even when someone dies?
Why do Hindus want to be good?	What difference does the resurrection make to Christians?
Summer 1	Summer 2
In Jesus' parables, who is invited into God's kingdom?	Belief in God: what patterns can we see in our local area, our country and our world?
According to Jesus' teachings, how important is forgiveness in God's kingdom?	What do we mean by agnostic, atheist or theist? Introducing the lens of philosophy
How does Christian Aid try to make the world more like God's kingdom?	How can psychology help us understand what people mean when they think about the idea of God?
How do Christians see God's kingdom as being now and in the future?	What can we learn from theology about the idea of God?
For Christians, what are the features of God's kingdom and Jesus' kingship?	Why do some people believe that God does not exist?
How do Christians try to live in God's kingdom?	Why do some people believe in God and some people not? Where do I stand?