

## Levendale Primary School: Religious Education Planning Overview

We use the Stockton SACRE Agreed Syllabus as the basis of our Religious Education curriculum.

The syllabus fulfills the principle aim for RE, which is **‘to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living’**, as well contributing to SMSC and British values.

The Agreed Syllabus supports our planning with:

- **a long term plan** for the year across all year groups
- **separate units of study** for each year group, setting out learning outcomes for each half term
- **links to resources** (from NATRE / RE Today Primary RE Curriculum) that support each unit.

The Programme of Study gives the statutory requirements of the syllabus and has three core elements, which enable pupils to:

- **make sense** of the religious and non-religious worldviews studied
- **understand the impact** of these beliefs in people’s lives
- **make connections** in their own learning and with their wider experience of the world.

These form the basis of the end of key stage outcomes / learning outcomes in each unit of study.

The long term overview reflects a key question approach based on core concepts in a spiral curriculum. Lessons are coherently sequenced to ensure progression, with pupils revisiting core concepts in religions and beliefs with increasing depth to embed their knowledge and build on prior learning. Pupils study one religion at a time (systematic units) before bringing together and comparing different traditions (thematic study).

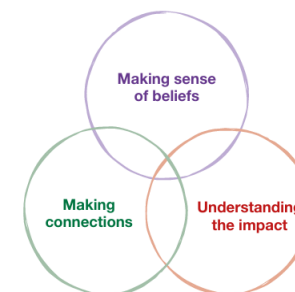
In EYFS, Religious Education is taught through purposeful play and a balance of adult-led and child-initiated activities connected to the seven areas of learning. Pupils will encounter **Christianity and other religions and worldviews** as part of their growing sense of self, their own community and their place within it.

In KS1 and 2, pupils study in depth the religious traditions of:

- **Christians,**
- **Jews**
- **Muslims**
- **Hindus**

They may also encounter other religious and non-religious worldviews (e.g. Humanism) in thematic units, as appropriate to the cultural and diverse needs of our local community.

We have tailored our RE curriculum to the needs of our pupils. To further enhance this model, we also offer a range of ‘real life’ experiences with visitors and visits to different places of worship in our local area.



## Levendale Primary School: Religious Education Planning Overview

	Autumn		Spring		Summer	
<b>Reception</b>	Being special: Where do we belong?	Why is Christmas special for Christians?	Why is the word 'God' so important to Christians	Why is Easter special to Christians?	Which places are special and why?	Which stories are special and why?
<b>Year 1</b>	What does it mean to belong to a faith community?	What do Christians believe God is like?	Who is Jewish and how do they live?		Who do Christians say made the world?	How should we care for others and the world and why does it matter?
<b>Year 2</b>	Who is Muslim and how do they live? (Part 1)	Why does Christmas matter to Christians?	Who is Muslim and how do they live? (Part 2)	Why does Easter matter to Christians?	What is the 'good news' Christians believe Jesus brings?	What makes some places sacred to believers?
<b>Year 3</b>	What do Christians learn from the Creation Story?	What is it like for someone to follow God?	How do festivals and worship show what matters to a Muslim?	How do festivals and family life show what matters to Jewish people?	What kind of world did Jesus want?	How and why do people try to make the world a better place?
<b>Year 4</b>	What is the 'Trinity' and why is it important for Christians?	What do Hindus believe God is like?	What does it mean to be a Hindu in Britain today?	Why do Christians call the day Jesus died 'Good Friday'?	What was the impact of Pentecost for Christians?	How and why do people mark the significant events of life?
<b>Year 5</b>	What does it mean for Christians to believe that God is holy and loving?	What does it mean to be a Muslim in Britain today?	Why do Christians believe that Jesus is the Messiah?	Why is the Torah so important to Jewish people?	How do Christians decide how to live?	What matters most to Humanists and Christians?
<b>Year 6</b>	Is Creation and science conflicting or complementary?	Why do some people believe in God and some people not?	Why do Hindus try to be good?	What do Christians believe Jesus did to 'save' people?	What kind of king was Jesus to Christians?	How does faith help people when life gets hard?

Levendale Primary School Reception Medium Term Plan			
Half Term / Key Question	Topic	In this unit of work, pupils learn to ...	Quality Assured resources to support planning
<b>Autumn 1</b> Where do we belong?	Thematic Unit – Belonging  Vf0020	Retell religious stories making connections with personal experiences Share and record occasions when things have happened in their lives that made them feel special Recall simply what happens at a traditional Christian infant baptism and dedication Recall simply what happens when a baby is welcomed into a religion other than Christianity.	Agreed Syllabus – Unit F4, p. 32 <a href="#">Being special: Where do we belong? - RE Today Services (natre.org.uk)</a>
<b>Autumn 2</b> Why is Christmas special for Christians?	Christians – Incarnation	Talk about people who are special to them Say what makes their family and friends special to them Recall simply what happens at a traditional Christian festival (Christmas) Begin to recognise the word ‘incarnation’ as describing the belief that God came to Earth as Jesus Retell religious stories, making connections with personal experiences.	Agreed Syllabus – Unit F2, p. 30 <a href="#">Why do Christians perform Nativity plays at Christmas? (natre.org.uk)</a>
<b>Spring 1</b> Which places are special and why?	Thematic Unit – Special Places	Talk about somewhere that is special to themselves, saying why Recognise that some religious people have places which have special meaning for them Talk about the things that are special and valued in a place of worship Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church Express a personal response to the natural world.	Agreed Syllabus – Unit F5, p. 33 <a href="#">Which places are special and why? - RE Today Services (natre.org.uk)</a>
<b>Spring 2</b> Why is Easter special for Christians?	Christians – Salvation	Recognise and retell stories connected with celebration of Easter Say why Easter is a special time for Christians Talk about ideas of new life in nature Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature Talk about some ways Christians remember these stories at Easter.	Agreed Syllabus – Unit F3, p. 31 <a href="#">Why do Christians put a cross on their Easter garden? - RE Today (natre.org.uk)</a>
<b>Summer 1</b> Which stories are special and why?	Thematic Unit – Special Stories	Talk about some religious stories Recognise some religious words, e.g. about God Identify some of their own feelings in the stories they hear Identify a sacred text e.g. Bible, Torah Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus’ story about the ten lepers teaches about saying ‘thank you’, and why it is good to thank and be thanked; what the <i>Chanukah</i> story teaches Jews about standing up for what is right), etc.	Agreed Syllabus – Unit F6, p. 34 <a href="#">Which stories are special and why? (natre.org.uk)</a>
<b>Summer 2</b> Why is the word God important to Christians?	Christians – Gospel	Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world Retell stories, talking about what they say about the world, God, human beings Think about the wonders of the natural world, expressing ideas and feelings Say how and when Christians like to thank their Creator Talk about what people do to mess up the world and what they do to look after it.	Agreed Syllabus – Unit F1, p. 29 <a href="#">Why is the word God important to Christians? - RE Today Services (natre.org.uk)</a>

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Levendale Primary School Religious Education		Y1 Medium Term Plan	
Half Term / Key Question	Topic	In this unit of work, pupils learn to ...	Quality Assured resources to support planning
<b>Autumn 1</b> What does it mean to belong to a faith community?	Thematic Unit – Belonging	<p>Recognise that loving others is important in lots of communities</p> <p>Say simply what Jesus and one other religious leader taught about loving other people</p> <p>Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean</p> <p>Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious)</p> <p>Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences</p> <p>Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.</p>	<p>Agreed Syllabus – Unit 1.10, p. 52</p> <p><a href="#">What does it mean to belong to a faith community - RE Today (natre.org.uk)</a></p>
<b>Autumn 2</b> What do Christians believe God is like?	Christians – God	<p>Identify what a parable is</p> <p>Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father</p> <p>Give clear, simple accounts of what the story means to Christians</p> <p>Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others)</p> <p>Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God)</p> <p>Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas</p> <p>Give a reason for the ideas they have and the connections they make.</p>	<p>Agreed Syllabus – Unit 1.1, p. 43</p> <p><a href="#">What do Christians believe God is like? - RE Today Services (natre.org.uk)</a></p>
<b>Spring 1 &amp; 2</b> Who is Jewish and how do they live? (Part 1 & 2)	Jews – God / Torah / the People	<p>Recognise the words of the Shema as a Jewish prayer</p> <p>Retell simply some stories used in Jewish celebrations (e.g. Chanukah)</p> <p>Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like</p> <p>Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)</p> <p>Make links between Jewish ideas of God found in the stories and how people live</p> <p>Give an example of how some Jewish people might remember God in different ways (e.g. <i>mezuzah</i>, on Shabbat)</p> <p>Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas</p> <p>Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.</p>	<p>Agreed Syllabus – Unit 1.7, p. 49</p> <p><a href="#">Who is Jewish and how do they live? - RE Today Services (natre.org.uk)</a></p>
<b>Summer 1</b> Who do Christians say made the world?	Christians – Creation	<p>Retell the story of creation from Genesis 1:1–2:3 simply</p> <p>Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible</p> <p>Say what the story tells Christians about God, Creation and the world</p> <p>Give at least one example of what Christians do to say ‘thank you’ to God for Creation</p> <p>Think, talk and ask questions about living in an amazing world</p>	<p>Agreed Syllabus – Unit 1.2, p. 44</p> <p><a href="#">Who do Christians say made the world? - RE Today Services (natre.org.uk)</a></p>

		Give a reason for the ideas they have and the connections they make between the Jewish/Christian story and the world they live in.	
<b>Summer 2</b> How should we care for others and the world and why does it matter?	Thematic Unit – Our World	Identify a story or text that says something about each person being unique and valuable Give an example of a key belief come people find in one of these stories (e.g. that God loves all people) Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories Give examples of how Christians and Jews can show care for the natural earth Say why Christians and Jews can show care for the natural earth Say why Christians and Jews might look after the natural world Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.	Agreed Syllabus – Unit 1.9, p. 51 <a href="http://natre.org.uk">How should we care for others and the world - RE Today Services (natre.org.uk)</a>

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Levendale Primary School Religious Education		Year 2 Medium Term Plan	
Half Term / Key Question	Topic	In this unit of work, pupils learn to ...	Quality Assured resources to support planning
<b>Autumn 1</b> Who is Muslim and how do they live? (Part 1)	Muslims – God / Worship / Belief	<p>Recognise the words of the <i>Shahadah</i> and that it is very important for Muslims</p> <p>Identify some of the key Muslim beliefs about God found in the <i>Shahadah</i> and the 99 names of Allah, and give a simple description of what some of them mean</p> <p>Give examples of how stories about the Prophet show what Muslims believe about Muhammad</p> <p>Give examples of how Muslims use the <i>Shahadah</i> to show what matters to them</p> <p>Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)</p> <p>Give examples of how Muslims put their beliefs about prayer into action</p> <p>Think, talk about and ask questions about Muslim beliefs and ways of living</p> <p>Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas</p> <p>Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.</p>	<p>Agreed Syllabus – Unit 1.6, p. 48</p> <p><a href="http://natre.org.uk">Who is a Muslim and how do they live? (natre.org.uk)</a></p>
<b>Autumn 2</b> Why does Christmas matter to Christians?	Christians – Incarnation	<p>Recognise that stories of Jesus' life come from the Gospels</p> <p>Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians</p> <p>Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas</p> <p>Think, talk and ask questions about Christmas for people who are Christians and for people who are not</p> <p>Decide what they personally have to be thankful for, giving a reason for their ideas.</p>	<p>Agreed Syllabus – Unit 1.3, p. 45</p> <p><a href="http://natre.org.uk">Why does Christmas matter to Christians? - RE Today Services (natre.org.uk)</a></p>
<b>Spring 1</b> Who is Muslim and how do they live? (Part 2)	Muslims – God / Worship / Belief	<p>Recognise the words of the <i>Shahadah</i> and that it is very important for Muslims</p> <p>Identify some of the key Muslim beliefs about God found in the <i>Shahadah</i> and the 99 names of Allah, and give a simple description of what some of them mean</p> <p>Give examples of how stories about the Prophet show what Muslims believe about Muhammad</p> <p>Give examples of how Muslims use the <i>Shahadah</i> to show what matters to them</p> <p>Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)</p> <p>Give examples of how Muslims put their beliefs about prayer into action</p> <p>Think, talk about and ask questions about Muslim beliefs and ways of living</p> <p>Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas</p> <p>Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.</p>	<p>Agreed Syllabus – Unit 1.6, p. 48</p> <p><a href="http://natre.org.uk">Who is a Muslim and how do they live? (natre.org.uk)</a></p>
<b>Spring 2</b> Why does Easter matter to Christians?	Christians - Salvation	<p>Recognise that Incarnation and Salvation are part of a 'big story' of the Bible</p> <p>Tell stories of Holy Week and Easter from the Bible and recognize a link with the idea of Salvation (Jesus rescuing people)</p> <p>Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter</p>	<p>Agreed Syllabus – Unit 1.5, p. 47</p> <p><a href="http://natre.org.uk">Why does Easter matter to Christians? - RE Today Services (natre.org.uk)</a></p> <p><a href="http://understandingchristianity.org.uk">KS1 1.5 Salvation unit WEB.pdf (understandingchristianity.org.uk)</a></p>

		Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.	
<b>Summer 1</b> What is the 'good news' Christians believe Jesus brings?	Christians - Gospel	<p>Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news'</p> <p>Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians</p> <p>Recognise that Jesus gives instructions to people about how to behave</p> <p>Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless</p> <p>Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession)</p> <p>Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas.</p>	<p>Agreed Syllabus – Unit 1.4, p. 46</p> <p><a href="http://natre.org.uk">What is the good news that Christians say Jesus brings? (natre.org.uk)</a></p> <p><a href="http://natre.org.uk">What is the good news that Christians say Jesus brings? Part 2 (natre.org.uk)</a></p>
<b>Summer 2</b> What makes some places sacred to believers?	Thematic Unit – Sacred Places	<p>Recognise that there are special places where people go to worship, and talk about what people do there</p> <p>Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean</p> <p>Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship</p> <p>Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe</p> <p>Give simple examples of how people worship at a church, mosque or synagogue</p> <p>Talk about why some people like to belong to a sacred building or a community</p> <p>Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas</p> <p>Talk about what makes some places special to people, and what the difference is between religious and non-religious places</p>	<p>Agreed Syllabus – Unit 1.8, p. 50</p> <p><a href="http://natre.org.uk">What makes some places special to believers? (natre.org.uk)</a></p>

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Levendale Primary School Religious Education		Year 3 Medium Term Plan	
Half Term / Key Question	Topic	In this unit of work, pupils learn to ...	Quality Assured resources to support planning
<b>Autumn 1</b> What do Christians learn from the Creation Story?	Christians – Creation	Place the concepts of God and Creation on a timeline of the Bible’s ‘big story’ Make clear links between Genesis 1 and what Christians believe about God and Creation Recognise that the story of ‘the Fall’ in Genesis 3 explains why things go wrong in the world Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God’s creation is; care for the Earth – some specific ways) Describe how and why Christians might pray to God, say sorry and ask for forgiveness Ask questions and suggest answers about what might be important in the Creation story for Christians and for non- Christians living today.	Agreed Syllabus – Unit 2.1, p. 61 <a href="#">What do Christians learn from the creation story? - RE Today (natre.org.uk)</a>
<b>Autumn 2</b> What is it like for someone to follow God?	Christians - God	Make clear links between the story of Noah and the idea of covenant Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony Make links between the story of Noah and how we live in school and the wider world.	Agreed Syllabus – Unit 2.2 p. 62 <a href="#">What is it like for someone to follow God? (natre.org.uk)</a>
<b>Spring 1</b> How do festivals and worship show what matters to a Muslim?	Muslims – Worship	Identify some beliefs about God in Islam, expressed in Surah 1 Make clear links between beliefs about God and <i>ibadah</i> (e.g. how God is worth worshiping; how Muslims submit to God) Give examples of <i>ibadah</i> (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve. Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque) Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.	Agreed Syllabus – Unit 2.9 p. 69 <a href="#">How do festivals and worship show what matters to a Muslim? (natre.org.uk)</a>
<b>Spring 2</b> How do festivals and family life show what matters to Jews?	Jews – God / Torah / the People	Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people Offer informed suggestions about the meaning of the Exodus stories for Jews today Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils’ own lives, and giving good reasons for their ideas.	Agreed Syllabus – Unit 2.10 p. 70 <a href="#">How do festivals and family life show what matters to Jewish? (natre.org.uk)</a>

<b>Summer 1</b> What kind of world did Jesus want?	Christians - Gospel	Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people' Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.	Agreed Syllabus – Unit 2.4 p. 64 <a href="#">KS2 What kind of world did Jesus want? PowerPoint - RE Today (natre.org.uk)</a>
<b>Summer 2</b> How and why do people try to make the world a better place?	Thematic Unit – Our World	Identify some beliefs about God in Islam, expressed in Surah 1 Make clear links between beliefs about God and <i>ibadah</i> (e.g. how God is worth worshiping; how Muslims submit to God) Give examples of <i>ibadah</i> (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve. Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque) Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.	Agreed Syllabus – Unit 2.12 p. 72 <a href="#">How and why do people try to make the world a better place? (natre.org.uk)</a>

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Levendale Primary School Religious Education		Year 4 Medium Term Plan	
Half Term / Key Question	Topic	In this unit of work, pupils learn to ...	Quality Assured resources to support planning
<b>Autumn 1</b> What is the 'Trinity' and why is it important for Christians?	Christians – God / Incarnation	<p>Recognise what a 'Gospel' is and give an example of the kinds of stories it contains</p> <p>Offer suggestions about what texts about baptism and Trinity mean</p> <p>Give examples of what these texts mean to some Christians today</p> <p>Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live</p> <p>Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like.</p>	<p>Agreed Syllabus – Unit 2.3, p. 63</p> <p><a href="http://natre.org.uk">What is the 'Trinity' and why is it important for Christians? (natre.org.uk)</a></p>
<b>Autumn 2</b> What do Hindus believe God is like?	Hindus – God	<p>Identify some Hindu deities and say how they help Hindus describe God</p> <p>Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God</p> <p>Offer informed suggestions about what Hindu <i>murtis</i> express about God</p> <p>Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a home shrine; celebrating Diwali)</p> <p>Identify some different ways in which Hindus worship</p> <p>Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today</p> <p>Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas.</p>	<p>Agreed Syllabus – Unit 2.7 p. 67</p> <p><a href="http://natre.org.uk">KS2 What do Hindus believe God is like? PowerPoint - RE Today (natre.org.uk)</a></p>
<b>Spring 1</b> What does it mean to be a Hindu in Britain today?	Hindus - Worship	<p>Describe how Hindus show their faith within their families in Britain today (e.g. home <i>puja</i>)</p> <p>Describe how Hindus show their faith within their faith communities in Britain today (e.g. <i>arti</i> and <i>bhajans</i> at the <i>mandir</i>; in festivals such as Diwali)</p> <p>Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India)</p> <p>Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean</p> <p>Make links between Hindu practices and the idea that Hindu Dharma is a whole 'way of life' (<i>dharma</i>)</p> <p>Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.</p>	<p>Agreed Syllabus – Unit 2.8 p. 68</p> <p><a href="http://natre.org.uk">KS2 What does it mean to be a Hindu in Britain today? PowerPoint (natre.org.uk)</a></p>
<b>Spring 2</b> Why do Christians call the day Jesus died 'Good Friday'?	Christians - Salvation	<p>Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live</p> <p>Offer informed suggestions about what the events of Holy Week mean to Christians</p> <p>Give examples of what Christians say about the importance of the events of Holy Week</p> <p>Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities</p> <p>Describe how Christians show their beliefs about Jesus in worship in different ways</p> <p>Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions.</p>	<p>Agreed Syllabus – Unit 2.5 p. 65</p> <p><a href="http://natre.org.uk">KS2 Why do Christians call the day Jesus died 'Good Friday'? (natre.org.uk)</a></p>
<b>Summer 1</b> What was the impact of Pentecost for Christians?	Christians – God	<p>Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth</p> <p>Offer informed suggestions about what the events of Pentecost in Acts 2 might mean</p>	<p>Agreed Syllabus – Unit 2.6 p. 66</p> <p><a href="http://natre.org.uk">For Christians, when Jesus left what was the impact of Pentecost (natre.org.uk)</a></p>

		<p>Give examples of what Pentecost means to some Christians now</p> <p>Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now</p> <p>Describe how Christians show their beliefs about the Holy Spirit in worship</p> <p>Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas.</p>	
<p><b>Summer 2</b></p> <p>How and why do people mark the significant events of life?</p>	<p>Thematic Unit – Rites of Passage</p>	<p>Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean</p> <p>Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today</p> <p>Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean</p> <p>Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals)</p> <p>Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism)</p> <p>Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones</p> <p>Make links between ideas of love, commitment and promises in religious and non-religious ceremonies</p> <p>Give good reasons why they think ceremonies of commitment are or are not valuable today.</p>	<p>Agreed Syllabus – Unit 2.11 p. 71</p> <p><a href="https://www.natre.org.uk/ks2/how-and-why-do-people-mark-the-significant-events-of-life/">KS2 How and why do people mark the significant events of life? (natre.org.uk)</a></p>

**Colour key:** Making sense Understanding impact Making connections

Levendale Primary School Religious Education		Year 5 Medium Term Plan	
Half Term / Key Question	Topic	In this unit of work, pupils learn to ...	Quality Assured resources to support planning
<b>Autumn 1</b> What does it mean for Christians to believe God is holy and loving?	Christians - God	<p>Identify some different types of biblical texts, using technical terms accurately</p> <p>Explain connections between biblical texts and Christian ideas of God, using theological terms</p> <p>Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed</p> <p>Show how Christians put their beliefs into practice in worship</p> <p>Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.</p>	<p>Agreed Syllabus – Unit 2.1 p. 75</p> <p><a href="http://natre.org.uk">What does it mean if Christians believe God is loving and holy? (natre.org.uk)</a></p>
<b>Autumn 2</b> What does it mean to be Muslim in Britain today?	Muslims – God / Worship	<p>Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. <i>Tawhid</i>; Muhammad as the Messenger, Qur'an as the message)</p> <p>Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; <i>Hajj</i> practices follow example of the Prophet)</p> <p>Make clear connections between Muslim beliefs and <i>ibadah</i> (e.g. Five Pillars, festivals, mosques, art)</p> <p>Give evidence and examples to show how Muslims put their beliefs into practice in different ways</p> <p>Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Stockton today</p> <p>Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims</p> <p>Reflect and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.</p>	<p>Agreed Syllabus – Unit 2.8 p. 82</p> <p><a href="http://natre.org.uk">What does it mean to be a Muslim in Britain today? (natre.org.uk)</a></p>
<b>Spring 1</b> Why do Christians believe that Jesus is the Messiah?	Christians - Incarnation	<p>Explain the place of Incarnation and Messiah within the 'big story' of the Bible</p> <p>Identify Gospel and prophecy texts, using technical terms</p> <p>Explain connections between biblical texts, Incarnation and Messiah, using theological terms</p> <p>Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas</p> <p>Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible</p> <p>Weigh up how far the idea of Jesus as the 'Messiah' – a Saviour from God – is important in the world today and, if it is true, what a difference that might make in people's lives, giving good reasons for their answer.</p>	<p>Agreed Syllabus – Unit 2.3 p. 77</p> <p><a href="http://natre.org.uk">Why do Christians believe that Jesus was the Messiah? Primary RE (natre.org.uk)</a></p>
<b>Spring 2</b> Why is the Torah so important to Jewish people?	Jews – God / Torah	<p>Identify and explain Jewish beliefs about God</p> <p>Give examples of some texts that say what God is like and explain how Jewish people interpret them</p> <p>Make clear connections between Jewish beliefs about the Torah and how they use and treat it</p>	<p>Agreed Syllabus – Unit 2.9 p. 83</p> <p><a href="http://natre.org.uk">Why is the Torah so important for Jewish people? (natre.org.uk)</a></p>

		<p>Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws)</p> <p>Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice)</p> <p>Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people</p> <p>Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish.</p>	
<b>Summer 1</b> How do Christians decide how to live?	Christians - Gospel	<p>Identify features of Gospel texts (for example, teachings, parable, narrative)</p> <p>Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts</p> <p>Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives</p> <p>Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives</p> <p>Articulate their own responses to the issues studied, recognising different points of view.</p>	Agreed Syllabus – Unit 2.4 p. 78 <a href="http://natre.org.uk">Christians and how to live: what would Jesus do? (natre.org.uk)</a>
<b>Summer 2</b> What matters most to Humanists and Christians?	Thematic Unit – Rules for Living	<p>Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist)</p> <p>Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God')</p> <p>Make clear connections between Christian and Humanist ideas about being good and how people live</p> <p>Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view</p> <p>Raise important questions and suggest answers about how and why people should be good</p> <p>Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.</p>	Agreed Syllabus – Unit 2.10 p. 84 <a href="http://natre.org.uk">What matters most to Humanists and Christians? (natre.org.uk)</a>

Colour key: Making sense Understanding impact Making connections

Levendale Primary School Religious Education		Year 6 Medium Term Plan	
Half Term / Key Question	Topic	In this unit of work, pupils learn to ...	Quality Assured resources to support planning
<b>Autumn 1</b> Is Christianity and science conflicting or complementary?	Christians – Creation	<p>Identify what type of text some Christians say Genesis 1 is, and its purpose</p> <p>Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations</p> <p><b>Make clear connections between Genesis 1 and Christian belief about God as Creator</b></p> <p><b>Show understanding of why many Christians find science and faith go together</b></p> <p>Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses</p> <p>Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views.</p>	<p>Agreed Syllabus – Unit 2.2 p. 76</p> <p><a href="http://natre.org.uk">Creation and science; conflicting or complementary? (natre.org.uk)</a></p>
<b>Autumn 2</b> Why do some people believe in God and some people not?	Thematic Unit - God	<p>Define the terms ‘theist’, ‘atheist’ and ‘agnostic’ and give examples of statements that reflect these beliefs</p> <p>Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from</p> <p>Give examples of reasons why people do or do not believe in God</p> <p><b>Make clear connections between what people believe about God and the impact of this belief on how they live</b></p> <p>Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis)</p> <p>Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging</p> <p>Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not</p> <p>Make connections between belief and behaviour in their own lives, in the light of their learning.</p>	<p>Agreed Syllabus – Unit 2.11 p. 85</p> <p><a href="http://natre.org.uk">Why do some people believe in God and some people not? (natre.org.uk)</a></p>
<b>Spring 1</b> Why do Hindus try to be good?	Hindus - Worship	<p>Identify and explain Hindu beliefs, e.g. <i>dharma</i>, <i>karma</i>, <i>samsara</i>, <i>moksha</i>, using technical terms accurately</p> <p>Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about <i>samsara</i>, <i>moksha</i>, etc.</p> <p><b>Make clear connections between Hindu beliefs about <i>dharma</i>, <i>karma</i>, <i>samsara</i> and <i>moksha</i> and ways in which Hindus live</b></p> <p><b>Connect the four Hindu aims of life and the four stages of life with beliefs about <i>dharma</i>, <i>karma</i>, <i>moksha</i>, etc.</b></p> <p><b>Give evidence and examples to show how Hindus put their beliefs into practice in different ways</b></p> <p>Make connections between Hindu beliefs studied (e.g. <i>karma</i> and <i>dharma</i>), and explain how and why they are important to Hindus</p> <p>Reflect on and articulate what impact belief in <i>karma</i> and <i>dharma</i> might have on individuals and the world, recognising different points of view.</p>	<p>Agreed Syllabus – Unit 2.7 p. 81</p> <p><a href="http://natre.org.uk">Why do Hindus want to be good? - Primary RE Curriculum (natre.org.uk)</a></p>
<b>Spring 2</b> What do Christians believe Jesus did to ‘save’	Christians - Salvation	<p>Outline the ‘big story’ of the Bible, explaining how Incarnation and Salvation fit within it</p> <p>Explain what Christians mean when they say that Jesus’ death was a sacrifice</p> <p><b>Make clear connections between the Christian belief in Jesus’ death as a sacrifice and how</b></p>	<p>Agreed Syllabus – Unit 2.5 p. 79</p> <p><a href="http://natre.org.uk">What difference does the resurrection make to Christians? (natre.org.uk)</a></p>

people?		<p>Christians celebrate Holy Communion/Lord's Supper</p> <p>Show how Christians put their beliefs into practice in different ways</p> <p>Weigh up the value and impact of ideas of sacrifice in their own lives and the world today</p> <p>Articulate their own responses to the idea of sacrifice, recognising different points of view.</p>	
<b>Summer 1</b> What kind of king was Jesus to Christians?	Christians – God	<p>Explain connections between biblical texts and the concept of the kingdom of God</p> <p>Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations</p> <p>Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice</p> <p>Show how Christians put their beliefs into practice in different ways</p> <p>Relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today</p> <p>Articulate their own responses to the idea of the importance of love and service in the world today.</p>	Agreed Syllabus – Unit 2.6 p. 80 <a href="#">For Christians what Kind of King was Jesus? Primary RE (natre.org.uk)</a>
<b>Summer 2</b> How does faith help people when life gets hard?	Thematic Unit – Suffering, Afterlife	<p>Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life</p> <p>Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences</p> <p>Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement)</p> <p>Give examples of ways in which beliefs about resurrection/ judgement/heaven/karma/reincarnation make a difference to how someone lives</p> <p><b>Make connections:</b></p> <p>Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these</p> <p>Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own.</p>	Agreed Syllabus – Unit 2.12 p. 86 <a href="#">6 Why evil and suffering BQBA6 S.pdf (natre.org.uk)</a>

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