

St Helena's Church of England Primary School RE Long Term Plan

St Helena's Church of England Primary School RE Long Term Plan

	KS1		LKS2		UKS2	
	Year A	Year B	Year A	Year B	Year A	Year B
Term 1	LAS Compulsory Being Human – Islam [What does the Qur'an say about how Muslims should treat others and live their lives? How can Muslim faith and beliefs be seen in the actions of inspirational Muslims?]	God UC 1.1 (core) What do Christians believe God is like?	God – Hinduism <i>How are deities and figures described? What might Hindus understand about the divine through these stories? What is the purpose of visual symbols in the Mandir?</i>	BIG QUESTIONS Why do we celebrate? <i>What events do we celebrate? How do people celebrate things differently? How does celebration relate to remembrance?</i>	LAS Compulsory Being Human – Hinduism The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals]	God UC 2b.1 (core) LAS Additional Unit Designed by the School (including Christianity): What does it mean if God is loving and holy? Do you have to believe in God to be good? [Opportunity to study Humanism/atheism and explore e.g. issues of social justice; opportunity to explore how valid various religious truth claims are, e.g. that you have to be good because God exists and he wants you to be good]
Term 2	LAS Compulsory Life Journey – Islam [What do Muslims do to celebrate birth? What does it mean and why does it matter to belong?]	Creation UC 1.2 (core) Who do Christians believe made the world?	God – Islam <i>What do the main concepts of Islam reveal about Allah? What is the purpose of visual symbols in a mosque?</i>	Community – Hinduism <i>How is Hindu belief expressed personally and collectively? How does Hindu worship and celebration build a sense of community? Ways in which worship and celebration engage with/affect the natural world.</i>	LAS Compulsory Being Human – Islam The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals]	
Term 3	LAS Additional Thankfulness (including Christianity) [Must include at least one religion/worldview other than Christianity and Islam. E.g. harvest in Christianity, Sukkot in Judaism, Holi in Hinduism]	LAS Compulsory God – Islam [How is Allah described in the Qur'an? What do Muslims learn about Allah and their faith through the Qur'an?]	God/Incarnation UC 2a. 3 (core and digging deeper) What is the Trinity?	Community – Islam <i>How is Muslim worship expressed collectively? How does Muslim worship and celebration build a sense of community? Ways in which worship and celebration engage with/affect the natural world.</i>	Salvation UC 2b.7 (core) What difference does the resurrection make for Christians? [How do Christians behave/act because of their beliefs about Jesus and the resurrection?]	Creation UC 2b.2 (core) Creation and Science: Conflicting or Complementary
Term 4		LAS Compulsory Community – Islam [What do Muslims do to express their beliefs? Which celebrations are important to Muslims?]				
Term 5	Salvation UC 1.5 (core) Why does Easter matter to Christians?	LAS Additional Places of worship (including Christianity)	Salvation UC 2a.5 (core)	Pilgrimage What is pilgrimage? What does it involve in all different religions? E.g.	LAS Additional Expressing Beliefs through the Arts (including Christianity)	LAS Compulsory Life Journey – Hinduism/Islam

St Helena's Church of England Primary School RE Long Term Plan

		[Choose three key objects, features or symbols and look at: what they tell us about beliefs about God/humans/the world around them how they are used in practice – i.e. what impact they have on the community Must include at least one religion/worldview other than Christianity and Islam]	Why do Christians call the day Jesus dies 'Good Friday'?	Christian pilgrimage to Walsingham, Lourdes, Iona, Jerusalem. Muslim pilgrimage to Makkah.	[How do religious and non-religious people understand the value of creativity? How do religious and non-religious people understand the connection between beliefs about human beings and human creativity? How do religious and non-religious people express their beliefs creatively? Why might some religious people not use pictorial representation to express belief, e.g. Muslims? Spirited Arts competition run by NATRE]	Hinduism: How do Hindus show they belong? Islam: How do Muslims show they belong?
Term 6	Incarnation UC 1.3 (core) Why does Christmas matter to Christians?		BIG QUESTIONS What does it mean to live a good life? <i>Explore guidelines and laws in various religions and non-religious worldviews. Explore whether 'good' means the same to everybody.</i>	Jewish pilgrimage to Jerusalem. Hindu pilgrimage to the Ganges Could discuss environmental impact of pilgrimage.		Rites of passage; include other religions, e.g. Bar/Bat Mitzvah in Judaism, confirmation in Christianity; have looked at how we know whether religious claims are true or not – this unit considers whether their truth or otherwise actually matters – what impact does religion have on people's lives, regardless of whether they can prove their beliefs to be true or not]