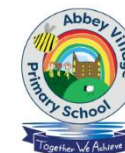


Religious Education Long-term plan

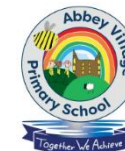
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Sunnyhurst Cycle A	<u>Special Times</u>	<u>Christianity - Jesus</u>	<u>Special World</u>	<u>Judaism</u>	<u>Christianity - church</u>	<u>Special Stories Christianity, Islam</u>
	<p>How and why do we celebrate?</p> <p>This enquiry explores different celebrations across three of the world's major religions. Focus: Diwali</p>	<p>Why is Jesus special to Christians?</p> <p>This enquiry explores The nativity story Beliefs about Jesus as God incarnate Christmas</p>	<p>What is special about our world?</p> <p>This enquiry explores the natural world and why it is special. They will learn that many religious people believe that the world was created and designed by God. They will be introduced to the Jewish/Christian story of the creation in Genesis (Torah/Old Testament) and also stories from Islam focussing on care for Allah's creation.</p>	<p>Why might some people put their trust in God?</p> <p>This enquiry explores Jewish beliefs about God, with a focus on why religious people put their trust in God and how this might be expressed. They will learn about the story of Noah and the symbol of the rainbow as God's promise never to send a flood to destroy the world again. They will investigate the festival of Sukkot as an annual reminder to the Jewish community to be thankful to God for all he has done.</p>	<p>How might some people show that they 'belong' to God?</p> <p>This enquiry explores how the rite of baptism shows that Christians belong to Gods' family - the Church. They will identify symbols, items and people liked to baptism and will reflect on why, in some Christian communities, parents choose to have their baby baptised.</p>	<p>What special messages can we learn from stories?</p> <p>This enquiry explores stories from the Bible and Qur'an and know that they are special to Christians and Muslim</p>
Sunnyhurst Cycle B	<u>Special Times</u>	<u>Christianity - God</u>	<u>Hindu Dharma</u>	<u>Islam</u>	<u>Special Places</u>	<u>Special Stories Sikhism</u>
	<p>How and why do we celebrate?</p> <p>This enquiry explores different celebrations across three of the world's major religions. Focus: harvest festival</p>	<p>Why do Christians say that God is a 'Father'?</p> <p>This enquiry explores Christian use of the term 'father' to address God, especially in prayer (Our Father...). In Hebrew, the term Abba best translates as 'daddy', suggesting a loving and personal relationships with God. Pupils should consider the importance of prayer in Christian life.</p>	<p>What do Hindus believe about God?</p> <p>This enquiry explores the Hindu concept of one God (Brahman) who can be understood and visualised in many forms. This unit should build on their prior learning about the use of symbolism to express religious beliefs. Children should be able to talk about how images of the deities in Hinduism are a visual representation of beliefs about God.</p>	<p>How might beliefs about creation affect the way people treat the world?</p> <p>This enquiry explores the Muslim belief in Allah as creator. The focus is to encourage pupils to consider Allah's role in creating and sustaining the world, and humankind's response to Allah</p>	<p>What buildings and places are special to different people?</p> <p>This enquiry explores the idea that some places are special and significant to different people. They will learn that a church is a holy place for a Christian, a mosque is a holy place for a Muslim and a mandir is a holy place for a Hindu</p>	<p>What special messages can we learn from stories?</p> <p>This enquiry explores Sikh stories and their message</p>



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Anglezarke Cycle A	<u>Christianity God</u>	<u>Christianity Jesus</u>	<u>Hindu Dharma</u>	<u>Islam</u>	<u>Christianity church</u>	<u>Judaism</u>
	Does how we treat the world matter? This enquiry explores Christian beliefs about God as creator and sustainer, and consider how these beliefs might influence Christian attitudes towards the planet	Why do Christians say that Jesus is the 'Light of the World'? This enquiry explores the use of light to and how it might be used in religious communities to indicate the presence of God	How might people express their devotion? This enquiry explores the purpose of and some of the practices associated with Hindu worship	Why do Muslims believe it is important to obey God? This enquiry explores Islamic beliefs and practices linked to prayer.	What unites the Christian community? This enquiry explores the core beliefs and symbols of Christianity.	This enquiry explores Jewish beliefs and practices linked to the Sabbath (Shabbat).
Anglezarke Cycle B	<u>Christianity (God)</u>	<u>Islam</u>	<u>Christianity (Jesus)</u>	<u>Sikhism</u>	<u>Hindu dharma</u>	<u>Christianity (Church)</u>
	How and why have some people served God? This enquiry explores Prophets Service to God Inspirational people	Why is the Prophet Muhammad an example for Muslims? This enquiry explores The Prophet Muhammed (pbuh) Zakah	Is sacrifice an important part of religious lives? This enquiry explores Discipleship Following the example of Jesus Helping others	How do Sikhs express their beliefs and values? This enquiry explores Guru Nanak The 10 gurus Baisakhi	Why is family an important part of Hindu life? This enquiry explores Religious duty Hindu scriptures (the Ramayana) Raksha Bandhan	What do Christians mean by the Holy spirit? This enquiry explores The Holy Spirit Gifts of the spirit Pentecost

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Roddlesworth Cycle A	<u>Hinduism</u>	<u>Christianity (God)</u>	<u>Sikhism</u>	<u>Christianity (Jesus)</u>	<u>Islam</u>	<u>Christianity (Church)</u>
	What might a Hindu learn from celebrating Diwali? This enquiry focuses on The story of Rama and Sita and to explore the theme of good overcoming evil – just as light overcomes darkness.	How and why might Christian use the Bible? This enquiry focuses on s how and why Christians use the Bible today and why the Bible is seen as a source of inspirations and authority by many Christians.	How do Sikhs express their beliefs and values? This enquiry focuses on how Sikhs convey their beliefs and commitments in the way they live their lives and through symbols which are observable expressions of faith	Is sacrifice an important part of religious life? This enquiry focuses on the person of Jesus through the concept of sacrifice.	Why do Muslims fast during Ramadan? This enquiry focuses on the structures that underpin Islamic beliefs and practices in greater depth.	What does 'love your neighbour' really mean? This enquiry focuses on the Christian teaching of agape- a selfless love of others.



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<u>Roddlesworth</u> Cycle B	<u>Christianity- God</u>	<u>Islam</u>	<u>Hindu Dharma</u>	<u>Christianity- Jesus</u>	<u>Christianity- church</u>	<u>Judaism</u>
	<p>Why is it sometimes difficult to do the right thing?</p> <p>This enquiry focuses on: Christian beliefs and teachings about sin and temptation and introduce core Christian concepts such as The Fall, Original Sin, Free Will, forgiveness and reconciliation</p>	<p>Why is the Qur'an important to Muslims?</p> <p>This enquiry focuses on: Exploring and examining the origins and role of the Qur'an as a source of wisdom and authority for Muslims. They should gain an understanding of the importance of revelation within Islam and how this impacts on the way that the Qur'an is viewed and treated.</p>	<p>What might Hindus learn from stories about Krishna?</p> <p>This enquiry focuses on: How Hindu truths are transmitted using stories from revered literature. The focus includes beliefs about Brahman, Vishnu, Avatar (especially Krishna) and Scriptures.</p>	<p>What do we mean by a miracle?</p> <p>This enquiry focuses on: What the Christian belief in Jesus as 'fully human and fully divine' means. They will build on their prior learning about the incarnation and to consider why some people regard the miracles of Jesus as signs of his divine nature.</p>	<p>How do people decide what to believe?</p> <p>This enquiry focuses on: Christian beliefs and teachings contained in the Apostle's Creed and how shared beliefs unite the world-wide Church. Pupils should know what is meant by the idea of one God in Trinity and be able to explain the role of each person of the Trinity.</p>	<p>Do people need laws to guide them?</p> <p>This enquiry focuses on: The importance of the Torah to Jewish people as a guide to life and faith.</p>

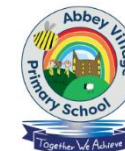
	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Roddlesworth</u> Cycle C	<u>Christianity- Church</u>	<u>Hinduism</u> <u>Hindu Dharma</u>	<u>Islam</u>	<u>Christianity- Jesus</u>	<u>Buddhism</u>	<u>Christianity- God</u>
	<p>If life is like a journey, what is the destination?</p> <p>This enquiry focuses on: Christian rites of passage Denominational differences</p>	<p>Is there one journey or many?</p> <p>This enquiry focuses on: Reincarnation Karma The 4 ashramas</p>	<p>What is Hajj and why is it important to Muslims?</p> <p>This enquiry focuses on: The Ummah Hajj</p>	<p>Why do Christians believe Good Friday is good?</p> <p>This enquiry focuses on: Holy Week The Eucharist Denominational differences</p>	<p>What do we mean by a 'good' life?</p> <p>This enquiry focuses on: The Buddha The Four Noble Truths The Eightfold path</p>	<p>How do Christians mark the 'turning points' on the journey of life?</p> <p>This enquiry focuses on: Salvation Forgiveness</p>



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Lancashire Agreed Syllabus for RE: Expected Standards

	Knowing about and understanding religions and world views		Expressing and communicating ideas related to religions and world views	
	Beliefs and Values	Living Religious Traditions	Shared Human Experience	Search for Personal Meaning
Year 1	<ul style="list-style-type: none"> Give an example of a key belief and/or a religious story Give an example of a core value or commitment 	<ul style="list-style-type: none"> Use some religious words and phrases to recognise and name features of religious traditions Talk about the way that religious beliefs might influence the way a person behaves 	<ul style="list-style-type: none"> Notice and show curiosity about people and how they live their lives 	<ul style="list-style-type: none"> Ask questions
Year 2	<ul style="list-style-type: none"> Retell and suggest meanings for religious stories and/or beliefs Use some religious words and phrases when talking about beliefs and values 	<ul style="list-style-type: none"> Identify and describe how religion is expressed in different ways Suggest the symbolic meaning of imagery and actions 	<ul style="list-style-type: none"> Identify things that influence a person's sense of identity and belonging 	<ul style="list-style-type: none"> Ask relevant questions Talk about their own identity and values



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	Knowing about and understanding religions and world views		Expressing and communicating ideas related to religions and world views	
	Beliefs and Values	Living Religious Traditions	Shared Human Experience	Search for Personal Meaning
Year 3	<ul style="list-style-type: none"> Show awareness of similarities in religions Identify beliefs and values contained within a story/teaching Identify the impact religion has on a believer 	<ul style="list-style-type: none"> Identify how religion is expressed in different ways Use religious terms to describe how people might express their beliefs 	<ul style="list-style-type: none"> Describe how some people, events and sources of wisdom have influenced and inspired others 	<ul style="list-style-type: none"> In relation to matters of right and wrong, recognise their own and others' values Discuss own questions and responses related to the question 'who should we follow – and why?'
Year 4	<ul style="list-style-type: none"> Describe what a believer might learn from a religious teaching/story Make links between ideas about morality and sources of authority 	<ul style="list-style-type: none"> Describe the impact religion has on believers' lives Explain the deeper meaning and symbolism for specific religious practices 	<ul style="list-style-type: none"> Consider the range of beliefs, values and lifestyles that exist in society Discuss how people make decisions about how to live their lives 	<ul style="list-style-type: none"> Reflect on their own personal sources of wisdom and authority
Year 5	<ul style="list-style-type: none"> Make links between beliefs and sacred texts, including how and why religious sources are used to teach and guide believers Explain the impact of beliefs and values – including reasons for diversity 	<ul style="list-style-type: none"> Explain differing forms of expression and why these might be used Describe diversity of religious practices and lifestyle within the religious tradition Interpret the deeper meaning of symbolism – contained in stories, images and actions 	<ul style="list-style-type: none"> Explain (with appropriate examples) where people might seek wisdom and guidance Consider the role of rules and guidance in uniting communities 	<ul style="list-style-type: none"> Discuss and debate the sources of guidance available to them Consider the value of differing sources of guidance
Year 6	<ul style="list-style-type: none"> Analyse beliefs, teachings and values and how they are linked Explain how the beliefs and values of a religious tradition might guide a believer through the journey of life Explain the impact of beliefs, values and practices – including differences between and within religious traditions 	<ul style="list-style-type: none"> Use developing religious vocabulary to describe and show understanding of religious traditions, including practices, rituals and experiences Explain differing ideas about religious expression 	<ul style="list-style-type: none"> Consider what makes us human – in terms of our beliefs and values, relationships with others and sense of identity and belonging Discuss how people change during the journey of life 	<ul style="list-style-type: none"> Raise, discuss and debate questions about identity, belonging, meaning, purpose, truth, values and commitments Develop own views and ideas in response to learning Demonstrate increasing self-awareness in their own personal development