

Winslow C of E School - Long Term Plan - Religious Education

Yr Grp	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Nursery	<p>Festivals- consider the festivals people celebrate in the class</p> <p>Stories- throughout the year, all religions including about Jesus, Mohamed, Hindu deities</p> <p>How families are different</p>					
FS2	<p>Does everyone believe in God?</p>	<p>What do people celebrate and why?</p>	<p>Are all families the same?</p>	<p>Who are Christians and what do they believe?</p>	<p>What is the church and who goes there?</p>	<p>Who am I and where do I belong?</p>
	<p><i>Each of these questions takes one of the themes from the Christian units and expands on them from a multi-religious and multi-secular perspective. These and the Christian units can and should be woven through continual provision.</i></p> <p>At EYFS the divisions between the themes are less emphasised and the philosophical elements are woven through all units</p>			<p><i>Focus on some of the stories from the Bible that show what Christians believe. Establish that Christians live all over the world</i></p>	<p><i>Variety of church buildings and the things that happen in a church. Find out about vicars and bishops. Look at Sundays, seasons, and festivals.</i></p>	<p><i>Explore the different groups that people belong to, including the religious ones. Find out about Christian signs of belonging</i></p>
Year 1	<p>Why do most Christians call God 'creator'?</p> <p><i>Genesis 1 – 2, Psalms 8, 19 etc. Link to care for creation</i></p>	<p>What do most Christians celebrate together?</p> <p><i>Focus on festivals such as Christmas and Easter, but also communion if appropriate.</i></p>	<p>What questions do stories in the Bible make us want to ask?</p> <p><i>This becomes an introduction to questions about truth, reasoning and meaning. It will allow pupils to wonder and realise that different</i></p>	<p>What do different Jewish people believe about God?</p> <p><i>God as creator, choosing Abraham; rescuing them and also the Shema; cultural/secular Jewish people with no belief.</i></p>	<p>How and why is Shabbat important to some Jewish people in Britain?</p> <p><i>Shabbat laws and rituals and the ways that it separates them from but unites them. Link to God as Creator and day of rest</i></p>	<p>How do people know how to behave?</p> <p><i>Focus on 10 Jewish food laws; also look at different days of rest in different religions. Introduce the Golden Rule- applies to every religion (see poster) NB- Including Humanism (non-religious world view) and Hinduism 5 duties</i></p>

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Year 2	<p>How do Christians find out what God is like? <i>Explore different names and attributes of God; introduce Trinity, revise creator</i></p>	<p>Why do many Christians meet together regularly and what do they do? <i>Focus on weekly worship and the work of the church community – teaching, prayer and service, weekly church services. Include Christmas or Easter as appropriate.</i></p>	<p>How do Christians know what is right? <i>Explore the role of conscience, leaders and teachers in interpretation Focus on authority of text, person and place, testing whether ideas make sense.</i></p>	<p>What does Torah mean for Jewish people? <i>Look at scroll, understand what is in there, rules and stories, history of the Jewish people. In Hebrew, sacred language for prayers</i></p>	<p>In what ways is the synagogue important to Jews? <i>Central place of community to come together for learning, fellowship, prayer, and service. Place to store Torah</i></p>	<p>What are the best reasons for following a leader? <i>Focus on authority of text, person and place, testing whether ideas make sense NB- Including a focus on Ghandi and non-religious worldview of leaders for people who do not follow a religion.</i></p>
Year 3	<p>How are different people inspired by the teachings of Jesus? <i>Concept of Gospel and explore how Jesus treated people – discipleship, followers, love</i></p>	<p>How does the worldwide Christian family celebrate, worship and mark key events? <i>Christmas and Easter around the world for the most part, but introduce baptism and/or weddings</i></p>	<p>Does art help with understanding stories? <i>Parables, especially those about the Kingdom of Heaven and forgiveness</i></p>	<p>What do Muslims believe about God and where did Islam start? <i>Tawhid, Muhammad, Night of Power, monotheism in a polytheistic culture. 99 names of Allah</i></p>	<p>What is the Qur’an and why do many Muslims try to learn it by heart? <i>Angel Jibril dictated the very words of God; therefore they are important. Use Arabic and become Hafiz</i></p>	<p>Does it matter if a story is true or not? <i>Focus on deeper truths, perception and evidence. Explore proverbs</i></p>

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Year 4	<p>Who do Christians believe Jesus is? <i>Exploration of incarnation and Jesus as son of God. Look at various names for Jesus and explore concept of Messiah</i></p>	<p>How and why has Christian practice changed over time? <i>Early church was Jewish and as more non-Jews were added adaptations happened; Christians believe God still speaks, role of sanctified common sense. Perhaps include story of Peter at the house of Simon the Tanner Acts 10.</i></p>	<p>Does prayer make a difference and how do Christians know? <i>Find out what Christians pray (e.g. Lord's prayer) and explore what people do because they have prayed. How does prayer change things for a Christian?</i></p>	<p>How do Hindus understand God (Brahman)? <i>One God in many forms, God in everything, part of everything, different symbols for the attributes of God – and some of the stories linked to Vishnu, Shiva, Ganesha etc.</i></p>	<p>What role does worship play in the life of a Hindu? <i>Arti and Puja, home shrine and Mandir, ritual and celebrations.</i></p>	<p>How and why do people argue that some places can be spiritual? <i>Focus on Christian and Hindu beliefs about spiritual places, but also the people place doesn't matter. This will bring in the philosophical concept of whether spirit resides in people, or places or doesn't exist.</i></p>
Year 5	<p>What does it mean to live a good life? <i>Ensure that non-religious views are considered here too. Bring in The Phillipa Foot and the Trolley problem. Aristotle and the Golden Mean. NB- make links back to Judaism from KS1, good life= good action. Golden Rule.</i></p>	<p>Why is it important to Muslims that Muhammad is known as the seal of the prophets? <i>Find out about the Muslim view of the prophets of the Old Testament, Jesus, and the role the Muhammad plays in the concept of Prophethood</i></p>	<p>How far does the mosque contribute to the Muslim concept of Ummah? <i>Understanding the worldwide community of Islam, and the role of the mosque. Explore other ways that ummah is expressed</i></p>	<p>What do Christians believe about the death of Jesus? <i>Crucifixion, salvation, sin, atonement, focus on Good Friday. Also see that Jesus predicted his death and consider how he understood it</i></p>	<p>Is it ever right to die for something? <i>Consider the wide range of sacrifices that people make for their beliefs and think about whether that is logical. Consider the paradoxes of John 10:10 and the verse about dying to self. What does a full life look like for a Christian?</i></p>	<p>How do rites of passage shape the lives of different Christians? <i>Focus on Baptism and the symbolism, particularly looking at denominational differences – Baptist, Anglican and Orthodox</i></p>

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Year 6	<p>What is the significance of Karma and Moksha for a Hindu? <i>Explore the concepts of Samsara, Karma and Moksha looking at the impact on the life of Hindus. Read the stories that expound this teaching</i></p>	<p>What might a Hindu gain from a pilgrimage to India? <i>Find out about the range of places that Hindus might visit in India; interview people who have done a pilgrimage. Consider the spiritual impact and the sense of community that a pilgrimage might give a believer</i></p>	<p>Do we need a deity to be committed to creating a better world? <i>Exploring the background of a deity and what is a better world? Does the beliefs of others matter? Religious and non-religious world views including Humanism.</i></p>	<p>How far is belief in the resurrection important to Christians today? <i>Consider the centrality of the resurrection to Christian belief and what this tells Christians about Jesus</i></p>	<p>How and why do Christians try to make the world a better place? <i>Explore a range of Christians charities and the teachings that underpin them – such as Christian Aid – ‘we believe in life before death’; consider whether this is the logical outworking of a faith in Jesus</i></p>	<p>How do people make valid judgements about how and why the world is as it is? <i>Consider the different types of questions that science and religion ask and seek to answer. Look at the different types of evidence that they use as a basis for their answers. Study the lives of some Christian scientists</i></p>