

St George's Central CE Primary School and Nursery

Long Term Plan for Religious Education

Nursery

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions	Harvest I am special Christmas		Chinese New Year (linked to Special Times) Stories Jesus Heard Stories Jesus Told Easter		Special Places Special Times Prayer	
Aims	<ul style="list-style-type: none"> Give pupils an understanding of why we say thank you to God at harvest time and talk about him being creator. Give pupils an understanding that they are unique and special. To know they are loved, valued and made by God. Explore the nativity story in a variety of ways and ensure pupils know that Christmas is the celebration of Jesus' birth. 		<ul style="list-style-type: none"> Introduce pupils to stories of the Old Testament and understand that Jesus would have heard these stories as he was growing up Explore the stories that Jesus told and know that he told them to teach us about God. Explore the events of Easter through a variety of multi-sensory experiences ensuring that pupils know it is a celebration of Jesus' death and resurrection. 		<ul style="list-style-type: none"> Begin to develop pupils understanding of a place being considered as a special/holy place where believers go to worship. Develop pupils understanding of special/holy times. Increasing their knowledge of the ways special times are celebrated, remembered and the reasons why. 	
Key Learning	<p style="text-align: center;"><u>2 – 3 year olds</u></p> <ul style="list-style-type: none"> Know they are loved. Say thank you appropriately. Introduce the word special. Know that Christmas is Jesus's birthday. <p style="text-align: center;"><u>3 – 4 year olds</u></p> <ul style="list-style-type: none"> Know that they are unique, special and loved. Know that Christians believe that God created the world. Say thank you appropriately. Know that Jesus was special. Know that people do important jobs that makes them special. Know that Christmas is Jesus's birthday. 		<p style="text-align: center;"><u>2 – 3 year olds</u></p> <ul style="list-style-type: none"> Know they have friends. <p style="text-align: center;"><u>3 – 4 year olds</u></p> <ul style="list-style-type: none"> Know some sories in the Bible were from before Jesus was born. Know that Easter is a very important time of year for the Church. 		<p style="text-align: center;"><u>2 – 3 year olds</u></p> <ul style="list-style-type: none"> Know the word Church. Know we have a lunch time prayer. Know they have a birthday and celebrate it. <p style="text-align: center;"><u>3 – 4 year olds</u></p> <ul style="list-style-type: none"> Know that we go to Church to Worship. Know that they have friends and Jesus had friends. Know our lunch time prayer. Know that prayer is talking to God. Know that people celebrate and value cultural, religious and community events and experiences. 	

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Big Ideas Key Concepts	God Creation God Incarnation	People of God Gospel Salvation	God God
Questful RE Statements	<ul style="list-style-type: none"> • We (Christians) believe God created the world. • We (Christians) believe that we should say thank you to God at Harvest time. • We (Christians) celebrate the Harvest Festival with a special service in church. • Talk about the food they enjoy. • Talk about why we celebrate harvest. • They are fearfully and wonderfully made by God. • They are unique special and loved. • Talk about themselves, their likes, dislikes, and what makes them special. • Talk about feelings they have experienced. • Christmas is the celebration of Jesus' birthday. • Jesus was a very special baby, the Son of God. • Recall/retell the nativity story. • Identify the characters in the nativity story. • Talk about why Christmas is important. • Talk about their own experiences of Christmas. • Talk about feelings related to celebrating Christmas and birthdays. 	<ul style="list-style-type: none"> • Jesus listened to and learned Old Testament stories. • Recall/retell some of the Old Testament stories Jesus heard. • Talk about their favourite stories. • Talk about their feelings and experiences. • Jesus told stories. • Jesus told the stories to teach people about God. • Recall/retell some of Jesus stories. • Talk about their own experiences and feelings. • Give a simple explanation of the things we can learn from Jesus' stories. • Jesus rode into Jerusalem on a donkey on Palm Sunday. • Jesus died on the cross on Good Friday. • We (Christians) believe that Jesus rose on Easter Day and is alive today. • Briefly retell the story of Easter. • Identify symbols associated with Easter. • Ask questions about the Easter story. 	<ul style="list-style-type: none"> • Christians worship in a church. • People consider places to be special for different reasons. • Talk about their special places. • Talk about the church as a special/holy place. • Special times create memories. • Celebrating special times is important. • Including Lunar New Year. • Talk about feelings associated with special times. • Ask questions about special/holy times.

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Long Term Plan for Religious Education

Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions	Harvest I am special Christmas		*Lunar New Year (linked to Special Times) Stories Jesus Heard Stories Jesus Told Easter		Special Places Special Times	
Aims	<ul style="list-style-type: none"> Give pupils an understanding of why we say thank you to God at harvest time and talk about him being creator. Give pupils an understanding that they are unique and special. To know they are loved, valued and made by God. Explore the nativity story in a variety of ways and ensure pupils know that Christmas is the celebration of Jesus' birth. 		<ul style="list-style-type: none"> Introduce pupils to stories of the Old Testament and understand that Jesus would have heard these stories as he was growing up. Explore the stories that Jesus told and know that he told them to teach us about God. Explore the events of Easter through a variety of multi-sensory experiences ensuring that pupils know it is a celebration of Jesus' death and resurrection. 		<ul style="list-style-type: none"> Begin to develop pupils understanding of a place being considered as a special/holy place where believers go to worship. Develop pupils understanding of special/holy times. Increasing their knowledge of the ways special times are celebrated, remembered and the reasons why. Introduce pupils to the story of Pentecost and God as Holy Spirit. 	
Key Learning	<ul style="list-style-type: none"> Know that they are fearfully and wonderfully made by God. Know that Christians believe that God is our heavenly father, we are his children and we are members of the wider world family. Know that Christians believe that God created the world. Know that Christians say thank you to God at Harvest time. Know that Christians celebrate the Harvest Festival with a special service in church. Know that Jesus was special and performed miracles. 		<ul style="list-style-type: none"> Know that Jesus listened to and learned Old Testament stories. Know that Old Testament stories teach us about God. Know that Jesus told stories and that they are found in the Bible. Know that Jesus told stories to teach people about God. Know that Jesus died on the cross on Good Friday. Know that Christians believe Jesus rose on Easter Day. Know that Christians consider themselves to be friends of Jesus. 		<ul style="list-style-type: none"> Understand that some places are special to members of their community. Know that people consider places to be special for different reasons. Know that Muslims take off their shoes in a mosque. Know that Jesus taught his disciples the Lord's Prayer. Know that prayer is expressed in a variety of ways. Know that people pray for a variety of reasons. Children recognise that people have different beliefs and celebrate special times in different ways. 	

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	<ul style="list-style-type: none"> • Know that people do a variety of jobs that particularly show Christian values in action. • Know that Jesus was a very special baby, the Son of God. • Know that the church celebrates Christmas in special ways. 	<ul style="list-style-type: none"> • Know that Jesus has 12 special friends called disciples. 	<ul style="list-style-type: none"> • Know that special times create memories. • Know that celebrating special times is important.
Big Ideas Key Concepts	<p>God Creation</p> <p>God</p> <p>Incarnation</p>	<p>People of God</p> <p>Gospel</p> <p>Salvation</p>	<p>God</p> <p>God</p>
Questful RE Statements	<ul style="list-style-type: none"> • We (Christians) believe God created the world. • We (Christians) believe that we should say thank you to God at Harvest time. • We (Christians) celebrate the Harvest Festival with a special service in church. • Talk about the food they enjoy. • Talk about harvest around the world. • Talk about why we celebrate harvest. • Talk about why it is important to help others, particularly at harvest time. • They are fearfully and wonderfully made by God. • They are unique special and loved. • We (Christians) believe that God is our heavenly father, we are his children and we are members of a wider world family. • Talk about themselves, their likes, dislikes, and what makes them special. • Talk about feelings they have experienced. • Christmas is the celebration of Jesus' birthday. • Jesus was a very special baby, the Son of God. • The church celebrates Christmas in special ways. • Recall/retell the nativity story. • Identify the characters in the nativity story. • Use religious words to talk about Christmas. • Talk about why Christmas is important. 	<ul style="list-style-type: none"> • Jesus listened to and learned Old Testament stories. • Old Testament stories teach us about God. • recall/retell some of the Old Testament stories Jesus heard. • Talk about their favourite stories. • Talk about their feelings and experiences. • Jesus told stories and that they are found in the Bible. • Jesus told the stories to teach people about God. • By the end of this unit pupils are expected to be able to: <ul style="list-style-type: none"> • Identify a Bible. • Recall/retell some of Jesus stories. • Talk about their own experiences and feelings. • Ask and respond to questions about their experiences and feelings. • Give a simple explanation of the things we can learn from Jesus' stories. • Jesus rode into Jerusalem on a donkey on Palm Sunday. • Jesus died on the cross on Good Friday. • We (Christians) believe that Jesus rose on Easter Day and is alive today. • Easter is the most important time of the year for the Church. 	<ul style="list-style-type: none"> • Christians worship in a church. • people consider places to be special for different reasons. • Muslims take off their shoes in a mosque. • Talk about their special places. • Talk about places of worship as special/holy places. • Talk about taking off your shoes in a special/holy place. • The arrival of the holy spirit is remembered at Pentecost. • People of faith have special times of prayer. • Special times create memories. • Celebrating special times is important. • Talk about special times including Chinese New Year. • Recall/retell the story of Pentecost. • Talk about feelings associated with special times. • Ask questions about special/holy times.

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	<ul style="list-style-type: none">• Talk about how the church celebrates Christmas.• Talk about their own experiences of Christmas.• Talk about feelings related to celebrating Christmas and birthdays.	<ul style="list-style-type: none">• Tell you that Christians believe Jesus died for us because he loves us.• Briefly retell the story of Easter.• Identify symbols associated with Easter.• Talk about their own experiences of love and other emotions expressed in the Easter Story.• Ask questions about the Easter story.	
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Long Term Plan for Religious Education Year 1 and Year 2

2022-2023						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions	How is the Bible like a library?	Does everyone who believes in God read the Bible? What happened on the way to Bethlehem?	Would you choose Jesus as a friend?	What symbols are associated with Easter?	Why is the Church a special place for Christians? What is a synagogue like?	What does peace mean to me?
Aims	<ul style="list-style-type: none"> Widen the children's understanding of the Bible, its contents, presentation and importance to Christians. Begin to develop children's understanding of holy books from faiths other than Christianity and their significance in the lives of believers. 	<ul style="list-style-type: none"> Explore the Christmas story through the journeys to Bethlehem made by Mary and Joseph and those who travelled to visit the Christ child. 	<ul style="list-style-type: none"> Enjoy these stories of Jesus' Miracles and to increase the children's awareness that Jesus was an extraordinary person who welcomed everyone as a friend. 	<ul style="list-style-type: none"> Give children an understanding that symbols are pictures or objects with a deeper meaning and a story to tell. Extend pupils knowledge of the details of the Easter story. Develop pupil's understanding of the importance of Easter and the concept of salvation. 	<ul style="list-style-type: none"> Give pupils an understanding of 'church' as a holy place and a body of people. Begin developing in pupils an understanding of what happens in church and why. Give pupils an opportunity to begin exploring places of worship other than a church. 	<ul style="list-style-type: none"> Help children to understand the deeper meaning of the value of peace. Enable pupils to describe, explain and illustrate the meaning of peace.
Key Learning	<ul style="list-style-type: none"> Why is the Bible special? Why does the vicar/minister think that the Bible is special? Which Bible stories do you enjoy? Why? 	<ul style="list-style-type: none"> What do Jews read? In what way is it similar to the Bible? Why? What book do Muslims read? How are the Torah and Koran handled? Why? 	<ul style="list-style-type: none"> What is a miracle? Why are these stories important? Why did Jesus welcome everyone? I wonder how it felt to meet Jesus? 	<ul style="list-style-type: none"> How do symbols help us to understand the meaning of the story? What do you think this means? Why is Easter the most important 	<ul style="list-style-type: none"> What makes a place special? Where is your special place? What do you think makes a Church a special place? 	<ul style="list-style-type: none"> What is peace? Where is peace? When is there peace? Who brings peace? How is peace created? Can peace be measured?

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	<ul style="list-style-type: none"> Who uses the Bible? Why? The Bible is in two parts which are different. Why/how are they different? 	<ul style="list-style-type: none"> Why did Mary and Joseph make the journey to Bethlehem? In what ways would their journey be different from a journey you might make? Many other people made the journey. Who might they have been? Why did the shepherds make the journey? Why did the wise men make the journey? 	<ul style="list-style-type: none"> What did Jesus want us to learn from his behaviour? What do these stories reveal about Jesus? 	<ul style="list-style-type: none"> festival in the Christian calendar? What has saving people and rescue got to do with Jesus and Easter? 	<ul style="list-style-type: none"> Why is the church a special place for Christians? Why/when do people go to Church? What happens in the Church? What makes a place holy/sacred? Why do people of other faiths have their own special buildings? What is a synagogue like? Why do people build special places to meet and worship? 	<ul style="list-style-type: none"> What is the opposite of peace? Why is peace important?
Big Ideas Key Concepts	The Bible is the source of Christian belief and teaching therefore each one of the concepts can be found in the Bible.	Incarnation and Salvation	Gospel	Salvation	People of God and Gospel	Kingdom of God
Questful RE Statements	<ul style="list-style-type: none"> The Bible is the Christian holy book. The Bible is made up of a library of books. The Bible is in two sections the Old Testament and the New Testament. Owning a Bible is very important to Christians. The Bible contains God's big story from the beginning through to the kingdom of God. 	<ul style="list-style-type: none"> People of other faiths have different holy books and there are some similarities and differences between these books and the Bible. Name and talk about the holy books from faiths other than Christianity We (Christians) believe that Jesus was the son of God and the saviour of the world. It is important that Jesus was born in 	<ul style="list-style-type: none"> The stories covered in this unit can be found in the gospels in the New Testament. We (Christians) believe that Jesus miracles reveal him to be the Son of God. We (Christians) believe that we should welcome everyone and try to be a friend of all as Jesus was. Talk about their own feelings and experiences. 	<ul style="list-style-type: none"> There are different objects and symbols used to help explain and understand the meaning of Easter. The Easter story is central to Christian belief. The death and resurrection of Jesus is part of God's salvation plan. Identify and name some of the symbols of Easter. Retell the Easter story. 	<ul style="list-style-type: none"> The church is a special place where Christians meet to worship and pray. It is also the body of people not just the building. For Christians, the church is a holy blessed space. Moses and the people of God built the Tabernacle (tent of meeting) to house the ark of the covenant. People of other faiths have special holy places of worship, 	<ul style="list-style-type: none"> Peace is a fruit of the spirit and a key Christian concept. There is a connection between values, action and beliefs. Ask important and relevant questions. Express in words and art, their own opinion about the value of peace.

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	<ul style="list-style-type: none"> • Talk about the Bible and why it is Holy. • Talk about why the clergy think it is Holy. • Talk about why owning a bible is very important to Christians worldwide. • Make links between the books of the bible and God's big story. • Reflect on the story of Mary Jones and consider ways in which they can make a difference. 	<p>Bethlehem as it fulfils the Old Testament prophesy.</p> <ul style="list-style-type: none"> • The wise men journeyed from the east looking for the Messiah who would fulfil the prophesy. • The shepherds left the hills in response to the angels' message, and then continued to share the message that Jesus the Saviour had been born in Bethlehem that night. • Retell the nativity story. • Ask and respond sensitively to questions about their own and others experiences and feelings. • Talk about Jesus being the saviour and how that fits into God's big story. 	<ul style="list-style-type: none"> • Retell the stories covered in this unit. • make the connection between the Bible stories and Christian belief. • Talk about the work of Christian charities and make the connection to Jesus teaching and actions. 	<ul style="list-style-type: none"> • Talk about their own experiences of Easter celebrations. • Use religious vocabulary to simply describe what the symbols of Easter mean. • Describe briefly why Christian people celebrate Easter. • Explain what they think to be the most important thing about Easter. 	<p>what these buildings are called, their key features, and the worship that takes place there.</p> <ul style="list-style-type: none"> • Ask good questions that reveal understanding about the church and what happens there. • Connect the features of the church to Bible Stories. • Use religious vocabulary to name and describe the features of a church building and a synagogue. • Describe a few similarities and differences between places of worship. 	
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Long Term Plan for Religious Education Year 1 and Year 2

2023-2024						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions	<p>How do we help those who do not have a good harvest?</p> <p>How do Jews celebrate Sukkot?</p>	<p>What do Christians believe about God and Creation?</p> <p>Why was the birth of Jesus such Good News?</p>	<p>What made Jesus special?</p>	<p>In what way is the Easter story a new beginning?</p>	<p>Why is Baptism special?</p> <p>How do people of other faiths celebrate the arrival of a new baby?</p>	<p>What happened at Ascension and Pentecost?</p> <p>What was Jesus' life like compared to mine today?</p>
Aims	<ul style="list-style-type: none"> • Raise awareness that we harvest food all around the world and that we usually have plenty but others do not. • To discuss what our response as Christians should be to the need of others. • To understand the meaning of the Jewish festival of Sukkot. 	<ul style="list-style-type: none"> • Give children the opportunity to develop their perceptions and understanding of God. • Provide an opportunity for reflection on feelings of awe, wonder, delight and mystery in relation to the natural world. • Look at the story of Christmas from the perspective that it was good news then and now. 	<ul style="list-style-type: none"> • Enjoy exploring these Bible stories that reveal Jesus' power and divine nature. • Talk about how and why Jesus was special. 	<ul style="list-style-type: none"> • Give children an opportunity to reflect upon the miracles of nature and new life during springtime. • For pupils to hear and be able to retell the Easter Story. • To make links between the transformation of plants and animals and the Easter story in order to develop an understanding of the resurrection. 	<ul style="list-style-type: none"> • Deepen children's understanding of what it means to belong through exploring the celebration of baptism and the ways in which people of faith welcome babies. 	<ul style="list-style-type: none"> • Begin to develop the children's knowledge and understanding of these two very significant events. • Give children an opportunity to begin to explore the concept of God as three in one. • Emphasise the importance of these events in the life of Jesus and the Church, then and now. • Help children understand that Jesus lived a long time ago and that the world we live in is very different to Jesus' world over 2000 years ago.

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<p>Key Learning</p>	<ul style="list-style-type: none"> • Why do we celebrate Harvest Festival? • Where does our food come from? • Which foods do you enjoy the most? • How can we help those who do not have a good harvest? • Why should we help those who do not have a good harvest? • What is Sukkot? • Why do Jews build a sukkah? 	<ul style="list-style-type: none"> • What do we know and believe about God the creator of the world? • I wonder how God felt when he had made the world? • How have the actions of people spoilt the world? • What do you feel about the wonder of creation? • What are your favourite things that God created? • How is good news delivered? • Who passes on good news? • Why was the birth of Jesus good news? • Why is this news so important? • What difference did it make to the world? • How did the good news spread further? • How is this good news told today? • How is this good news celebrated today? • The news is very old, how can it still be good news? • What do angels do? • What do angels look like? 	<ul style="list-style-type: none"> • What does special mean? • Jesus was special. How? Why? • What made Jesus special? • Who were the special friends of Jesus and how did they try to follow his teachings? • How do we make and build friendships? 	<ul style="list-style-type: none"> • What do you think is the most important part of the Easter Story? • In what way is the Easter Story about new life? • How do you think people feel when someone they love has died? • How does the life cycle of a butterfly reflect the events of Easter? • In what way is Easter a new beginning? 	<ul style="list-style-type: none"> • What does it mean to 'belong'? • What is baptism? Why are some people baptised? • Why is baptism special? • What is a promise? Where is it kept? How is it kept? • What makes you feel as if you are part of God's family? • How do people of the Muslim faith welcome new babies? 	<ul style="list-style-type: none"> • Why is Ascension a special celebration in the church year? • What happened at Pentecost? • Why is Pentecost often called the Birthday of the Church? • How does it feel when we say goodbye? • Where did Jesus grow up? • What style of clothes did Jesus wear? • What toys did he have? • Did Jesus have a mobile phone? • Did Jesus eat chips? • If you could travel back in time to Jesus' world, what would you like to see? • Did Jesus go to school? • Did Jesus go to the cinema?
<p>Big Ideas Key Concepts</p>	<p>God Creation</p>	<p>God Creation Incarnation</p>	<p>Incarnation Gospel</p>	<p>Salvation</p>	<p>God Salvation</p>	<p>God Gospel Salvation Kingdom of God Incarnation</p>

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Questful RE Statements	<ul style="list-style-type: none"> We (Christians) believe that it is important to say thank you to God for the harvest. Jewish people also celebrate harvest and this is called Sukkot. We believe that helping others is part of putting our Christian faith in action. There are Christian charities working worldwide to improve the living conditions of people in third world countries and other areas of poverty. Talk, using religious language, about Harvest Festival Celebrations. Express feelings about the issues raised by Christian Aid/Tear Fund materials etc. Ask questions about their own and others' experiences. Talk, using religious language, about the ways in which the Jewish festival of Sukkot is celebrated. 	<ul style="list-style-type: none"> We (Christians) believe that God created the world. The creation stories are at the very beginning of the Bible and be able to recall details briefly. We (Christians) believe that people should be taking care of our world. We (Christians) believe that in creation we can see the power and wonder of God. Talk about what they find amazing, interesting or puzzling in creation. Understand that they are creative beings and enjoy their creative skills. Christmas is a celebration of the good news. Angels are the Good news bringers. We (Christians) believe that the good news is that Jesus is the saviour of the world. We (Christians) believe that the content of the Christmas story is good news. 	<ul style="list-style-type: none"> The stories of Jesus miracles can be found in the Gospels in the New Testament. We (Christians) believe that the miracles reveal Jesus as the Son of God. Talk about their own feelings and experiences. Ask and respond sensitively to questions about their own and others feelings and experiences. To retell stories of Jesus covered in this unit. Make the connection between the Bible stories and Christian beliefs about Jesus. 	<ul style="list-style-type: none"> The events of Palm Sunday, Good Friday and Easter Day are at the core of Christian beliefs. We (Christians) believe that Easter is a new beginning. We (Christians) believe that Jesus died and rose back to life again. Recall events of the Easter story. Reflect on the awe and wonder of new life and changes in nature. Talk about their own experiences of Easter and springtime. Retell the events of the Easter story. 	<ul style="list-style-type: none"> Baptism is an occasion when promises are made to God and people are welcomed as a member of the church. Water is a symbol of baptism. People can be baptised at any age, in the font at church, in a pool, a river or the sea. Jesus was baptised in the river Jordan. Muslims also welcome new babies in special ways. Talk about what belonging means to them. Use religious vocabulary such as vicar, priest, font, baptism church and prayer. What is the Adhan Tell you about what happens when a baby is baptised. Talk about the ways in which people of other faiths welcome new babies. 	<ul style="list-style-type: none"> We (Christians) believe that 40 days after the resurrection, Jesus ascended into heaven. We (Christians) believe that God is three in one – Father, Son and Holy Spirit. The gift of the Holy Spirit was poured out on the disciples at Pentecost and is here with us still. The events of Pentecost still impact on the church today. Retell the stories of Jesus' ascension and the events of Pentecost. Talk about their ideas of heaven. Connect the gifts of the spirit with the school's Christian values. Describe the symbols of the Holy Spirit. Jesus lived a long time ago (over 2000 years) and the world we live in is very different to Jesus' world. Some of Jesus' life experiences were just like ours. Therefore we (Christians) believe Jesus the Son of God knows exactly what life is like for us.

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		<ul style="list-style-type: none"> • The good news impacts on the world then and now. • Retell the Christmas story, including the story of Zechariah. • Talk about their own feelings and experiences of good news. • Ask and respond sensitively to questions about the experiences of Mary and the shepherds. 				<ul style="list-style-type: none"> • Talk confidently about their own life and experiences. • Talk about the similarities and differences between our world and Jesus' world using Bible stories to illustrate.
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Long Term Plan for Religious Education Year 3 and Year 4

2022-2023						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions	How did Jesus change people's lives? What is prayer?	Why is light an important symbol of Christmas? How is light used at Diwali and Hanukah?	How did David fit into God's plans for the people of God? What do the Psalms teach us about the nature of God?	Why might Christians describe Easter as a story of betrayal and trust?	Are all churches decorated in the same way? What can a gurdwara teach us about Sikh beliefs?	What can we learn from the book of Proverbs?
Aim	<ul style="list-style-type: none"> Deepen children's insight into the impact Jesus had/has on people's lives. Ensure that the children know that prayer is a way of communicating with God. Know that we/Christians believe that God listens and responds. Know that people of other faiths also pray. 	<ul style="list-style-type: none"> Give pupils an understanding of the Christian belief that Jesus is the, 'Light of the World'. Explore the multi-faceted metaphor of bringing light into people's lives. Explore how the symbol is used in other faiths. 	<ul style="list-style-type: none"> Explore the Story of David and his strengths and qualities. To read the Psalms and use them to discover more about the nature of God. 	<ul style="list-style-type: none"> Give children the opportunity to reflect upon the importance of power and the effect of betrayal, trust and forgiveness. Deepen pupil's understanding of the concept of salvation. Focus on the significance of the incidents of betrayal and trust in the Easter story. 	<ul style="list-style-type: none"> Give children an understanding of the church in its widest sense. To ensure pupils know that Christianity is a multi-cultural worldwide faith. To enable pupils to see the similarities and differences between denominations and to develop further their understanding of symbolism. To further develop children's understanding of places of worship from the Sikh faith? 	<ul style="list-style-type: none"> Explore a book of the Bible that is often overlooked in favour of stories. Discuss the value of wisdom and to read about the wisdom of Solomon.

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Key Learning	<ul style="list-style-type: none"> • What does 'change' mean? • How can our lives be changed? Is it easy to change? • How did Jesus change lives? • When did/does Jesus change lives? • What happens when Jesus changes a person's life? • What is prayer? • How do people pray? • When do people pray? • Why do people pray? • Where do people pray? • Do all believers pray in the same way? 	<ul style="list-style-type: none"> • Why is Jesus described as the Light of the World? • What does the light do to the dark? • Why is light such a powerful symbol? • Is light a good metaphor for Jesus? • The sun already lights the world so how can Jesus be the light? • How did Jesus bring light? • How does Jesus bring light? • How do Jews and Hindus use the symbolism of light at Diwali and Hanukah. 	<ul style="list-style-type: none"> • What values do you consider to be important? • Who inspires you? • What are the qualities of a good King? • What is God like? • How is God described in the Psalms? 	<ul style="list-style-type: none"> • What is trust? • How do we show trust? • Who do we trust? Why? • Why is trust important? • Why did Judas betray Jesus? • What does it mean to betray someone? • How does it feel to be betrayed? • What is forgiveness? • Have you ever forgiven someone? • Have you experienced being forgiven? 	<ul style="list-style-type: none"> • What does 'church' mean? Are all churches the same? • What does it mean to belong to a church? • What have you learned about the church that you didn't know before? • Where do people of other faiths worship? Are they all the same? • Are there any similarities between places of worship? What are the key differences? 	<ul style="list-style-type: none"> • What is a proverb? • What is the message of this proverb? • Is this proverb still relevant today? • What is wisdom? Who gives us wisdom? • Who is wise?
Big Ideas Key Concepts	God Gospel Kingdom of God God	God Incarnation Salvation	God People of God	Salvation	Gospel Kingdom of God	This will depend upon the Proverbs chosen
Questful RE Statements	<ul style="list-style-type: none"> • We (Christians) believe that Jesus has/had the power to change people's lives. • Choosing to follow Jesus is not an easy option. • Lives of people today are transformed by Jesus and they choose to change. • Experiences of change. • Retell the Bible stories you have explored. 	<ul style="list-style-type: none"> • Hanukkah is an important Jewish festival of light. • Diwali is an important Hindu festival of light. • Light is used as a metaphor to describe Jesus and his impact on the world. • The light of Jesus brings hope in dark places. • Talk with understanding about the ways in which Jesus' followers bring 	<ul style="list-style-type: none"> • David is a key figure in God's plan for his people. • Some Christians have had to endure great struggles and persevere in difficult circumstances to keep faith in God and follow his way. • Retell stories about David. • Recognise their own values and the values of others. 	<ul style="list-style-type: none"> • Trust and forgiveness are key Christian values. • The incidents of betrayal and trust in the Easter story are significant to the outcome. • The events of Holy Week and Easter are key to understanding what Jesus came to earth to do – God's salvation plan. 	<ul style="list-style-type: none"> • Not all church buildings are the same but have similar features according to denomination. • Peter and the disciples 'built' the church after the events of Pentecost. • Christianity is a world-wide multi-cultural faith. • The Bible gives guidance to the church about behaviour and 	<ul style="list-style-type: none"> • Proverbs is in the Old Testament and is a book of wise advice written by Solomon. • Solomon chose wisdom as a gift from God. • Make connections between the content of the proverbs and Christian values, attitudes and behaviour. • Interpret a proverb and express an

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	<ul style="list-style-type: none"> • Talk about the ways in which Jesus changed people's lives and the impact that had on them. • Prayer is the way in which believers communicate with God. • Prayer is connected to faith. • Christian beliefs are revealed in the content of prayers. • Muslim beliefs are revealed in the content of prayers. • Talk about the similarities and differences in the ways people of faith pray. • Know how Muslims prepare for prayer. • Talk using religious vocabulary to show understanding of the purpose, place and content of prayer in the life of a believer. 	<p>his light into the world.</p> <ul style="list-style-type: none"> • Create light metaphors for Jesus that show understanding of Jesus actions and divinity. • Ask important and relevant questions about religious experiences and beliefs. • Talk with understanding about the symbolism of Jesus as light. 	<ul style="list-style-type: none"> • Connect Christian values and beliefs to events and teaching in the Bible. • Ask important and relevant questions. • Show that they understand how the imagery of the Psalms reveals Christian beliefs about the nature of God. 	<ul style="list-style-type: none"> • We (Christians) believe that they can trust Jesus. • Identify and explain the significance of the incidents of betrayal and trust in the Easter story. • Ask good questions about people's values and commitments. • Use religious vocabulary to make links between Christian beliefs and the stories of Lent Holy Week and Easter. • Use key religious vocabulary to describe and talk about the importance of forgiveness in Christianity. • Describe and show understanding of the Christian value of forgiveness in relation to the story of Peter. 	<p>attitudes and what that guidance is.</p> <ul style="list-style-type: none"> • People of other faiths have different places of worship, Sikhs worship in a Gurdwara and it has specific features. • Use religious vocabulary to name features of the church building, talk about their significance and link to the Bible. • Identify similarities and differences between churches and denominations worldwide. • Ask good questions about the similarities and differences between different denominational practices. • Make links between values and beliefs and behaviour. • Talk knowledgeably about a gurdwara, the features of the building and the worship that takes place there. 	<p>opinion about the advice given.</p> <ul style="list-style-type: none"> • apply the wisdom of a proverb to a situation in their own lives.
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St George's Central CE Primary School and Nursery

Long Term Plan for Religious Education Year 3 and Year 4

2023-2024						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions	<p>Does everyone celebrate Harvest in the same way?</p> <p>What does it mean to be called by God?</p>	<p>Why would Christians describe Christmas as God with us?</p>	<p>How was Jesus shown to be the Son of God?</p> <p>How did Allah reveal his plans to Mohamed?</p>	<p>Where do Christians find the joy, sadness and joy again of Easter?</p>	<p>What rules should we follow?</p> <p>What rules do Sikhs try to follow?</p> <p>What are the five pillars of Islam?</p>	<p>Why do Christians sing in worship?</p>
Aims	<ul style="list-style-type: none"> Explore further the meaning and purpose of Harvest Festival celebrations building on knowledge from KS1. Give children an opportunity to consider what it means to be called by God and the responses people have made to that call. 	<ul style="list-style-type: none"> Give children the opportunity to reflect upon Christmas as a celebration of God's presence with us 2000 years ago and now. 	<ul style="list-style-type: none"> Deepen the children's understanding of Jesus, who he was, his teaching and behaviour. Use the events covered in the stories in this unit to illustrate and emphasise that Jesus is the Son of God; that he was born both God and man. To understand the place of Mohammad within Islam 	<ul style="list-style-type: none"> Explore the Easter story from the angle of the feelings evoked by the different events throughout Holy Week. Discover how the services held in churches during Holy week reflect the sadness and joy. Develop further the pupils' understanding of the concept of salvation. 	<ul style="list-style-type: none"> Give pupils an opportunity to consider the value and purpose of rules. Examine Christian rules for living and the source of these rules. Encourage pupils to reflect upon their own lifestyle and the influences upon it. Consider the rules followed by Sikhs and Muslims and the ways in which the rules influence behaviour and decisions. 	<ul style="list-style-type: none"> Introduce pupils to and give them experience of the wide variety of Christian music. Explore the belief that music and singing are an expression of worship.
Key Learning	<ul style="list-style-type: none"> Why do we celebrate harvest? How do we celebrate harvest? 	<ul style="list-style-type: none"> In what ways is God with us? How does it feel to be in the presence of God? 	<ul style="list-style-type: none"> How do we know Jesus had power and authority? 	<ul style="list-style-type: none"> Is it possible to describe the events of Holy Week and Easter simply as events of joy 	<ul style="list-style-type: none"> What are rules? Why do we have rules? Who makes the rules? Who keeps the rules? 	<ul style="list-style-type: none"> How does singing make you feel? Why sing in worship?

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	<ul style="list-style-type: none"> • What do we celebrate at harvest? • What are we actually giving thanks for? • When do we celebrate harvest? • Who celebrates the harvest? • How is the harvest celebrated around the world? • Why is the harvest celebrated by everyone? • What does it mean to be called by God? • In what ways does God call people? How does God speak to people? • What sort of tasks does God call people to do? • Who has been/or could be called by God? 	<ul style="list-style-type: none"> • How did/does the presence of Jesus have an impact on people's lives? • In what ways are we in the presence of Jesus in the world today? 	<ul style="list-style-type: none"> • Where did Jesus' power and authority come from? • How do the actions of Jesus show that he is the Son of God? • How do the actions of Jesus show his divine nature? • How do these stories reveal Jesus to be the Son of God? • What do Christians believe about Jesus and God because of these events? • What do Muslims believe about Mohamad? 	<ul style="list-style-type: none"> • or sadness? Why? Why not? • Is the cross a symbol of sadness or joy? • How do the services held in churches during Holy Week and Easter reflect the sadness and joy? • Is Good Friday the beginning or the end? • Is Easter Sunday the end or the beginning? 	<ul style="list-style-type: none"> • Is there a difference between rules and laws? • Who makes the law? • What would happen if there were no rules/laws? • Are the ten commandments still as relevant today? • Why did Jesus bring a new commandment? • Why do religions have rules? • What rules are important to Jews and Muslims. 	<ul style="list-style-type: none"> • When is creating music an expression of worship? • Is the music and song only worship if it is in Church? • How does music evoke feelings? • How does music and song help us to understand and create images of God? • When do Christians sing? • What do Christians sing? • Are the words important? • Why do Christians sing? • Is it possible to worship and not sing?
Big Ideas Key Concepts	God Creation God People of God	Incarnation	Incarnation Gospel Salvation	Salvation	Fall People of God Gospel	God, other aspects will depend on the hymns looked at.
Questful RE Statements	<ul style="list-style-type: none"> • Harvest has been celebrated for thousands of years. • Harvest is celebrated by people of all faiths and none. • Harvest is mentioned throughout the Old Testament. • There is a connection between Christian 	<ul style="list-style-type: none"> • Christmas is a celebration of the arrival of Emmanuel, who is Jesus God with us. • We (Christians) believe God is with us through his Son, Jesus and the Holy Spirit. • We (Christians) believe that the 	<ul style="list-style-type: none"> • We (Christians) believe Jesus is the Son of God he was both God and man. • We (Christians) believe Jesus has power and authority from God over every aspect of creation, life and death. 	<ul style="list-style-type: none"> • The events of Palm Sunday, Holy week and Easter are a combined mixture of the emotions of joy and sadness. • The church remembers and marks the events of Holy Week in a variety of ways. 	<ul style="list-style-type: none"> • The Old Testament contains the stories of the people of God. • Moses rescues the people of God from Egypt and brings the ten commandments down from Mount Sinai. • Other faiths have rules to follow that have 	<ul style="list-style-type: none"> • Singing is one form of an expression of worship. • We (Christians) sing in worship as an expression of faith, love, joy and celebration. • We (Christians) sing as an expression of feelings and beliefs.

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	<p>belief and behaviour in relation to celebrating the harvest.</p> <ul style="list-style-type: none"> Describe the traditional content of Christian Harvest Festival services. Describe and explain the Jewish festival of Sukkot. Explain why Christians celebrate harvest. The Old Testament Prophets were called by God to give his message to the people. The Prophets were telling the people to turn back to God and mend their relationship with him. This is the beginning of God's salvation plan. People's lives are changed as they are called by God today and respond in a variety of ways e.g. ordination, ministry in the local church and missionary work abroad etc. Talk about in detail the Bible stories you have discussed. Ask important questions about religion and beliefs. 	<p>presence of God changes our lives.</p> <ul style="list-style-type: none"> Make links between their own experiences and the experiences of others. Retell stories about the presence of Jesus changing people's lives. Describe the ways in which the actions of Christians show Jesus' presence in the world. Ask good questions about religious beliefs. 	<ul style="list-style-type: none"> There are people who have stood up and spoken out against authorities in situations of injustice. The importance of Mohammad as the person who received God's revelation Retell the Bible stories covered in this unit. Make links between the Bible texts and Christian beliefs and values. Talk about people who have inspired them and why. 	<ul style="list-style-type: none"> The events of Holy Week reveal what Jesus came to earth to do – God's salvation plan. Use religious vocabulary to retell in detail the stories of Palm Sunday, Holy Week and Easter. Make links between Christian beliefs and the stories of Palm Sunday, Holy Week and Easter. Ask good questions about the events of Palm Sunday, Holy Week and Easter and Christian belief associated with these events. Use religious vocabulary to make links between people's values and behaviour. Ask important questions about beliefs and values. Use religious vocabulary to describe and show understanding of the Christian practices linked with the Easter Story. Describe the impact of the events of Palm Sunday, Holy Week 	<p>been given to them a long time ago.</p> <ul style="list-style-type: none"> Christians try to live out the commandments given by God and Jesus. The commandments are the foundation of Christian and Jewish societies. Talk about the story of Moses and the impact of the ten commandments. Name some of the rules followed by Jews and Muslims. Describe ways in which Christians live out Jesus command to love one another. Make links between beliefs and behaviour. Talk, with understanding, about rules from Judaism and Islam. Understand the effects of rules and ask good questions about religious rules. Express their own ideas about rules. 	<ul style="list-style-type: none"> The words of hymns and worship songs reveal Christian beliefs and the nature and characteristics of God. There is a wide variety of music and they can identify similarities and differences between them. Talk about why Christians sing in worship. Identify the nature and characteristics of God expressed in hymns and worship songs. Link singing in worship to Bible texts. Describe different forms of Christian music. Apply their own thoughts and ideas about the experience of singing in worship.
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	<ul style="list-style-type: none"> • Interpret the stories and identify Christian beliefs. • Use developing religious vocabulary to show that they understand the Christian beliefs. • Describe the impact of responding to God's call on a person's life. • Tell you what they think God would be asking prophets to speak out against today. 			and Easter on the lives of people today.		
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Long Term Plan for Religious Education Year 5 and Year 6

2022-2023						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions	<p>How could we change the world?</p> <p>How does faith affect a believers lifestyle?</p> <p>Why was Gandhi respected by so many people?</p>	<p>Why are the stories of Christmas different in the gospels of Matthew and Luke?</p>	<p>Why is Exodus so significant for Jews and Christians?</p>	<p>How would Christians describe Easter as a victory?</p>	<p>In what ways is life like a journey?</p> <p>Why is Hajj so important to muslims?</p>	<p>How have Christians tried to describe the nature of God?</p> <p>What is the Hindu understanding of God?</p>
Aims	<ul style="list-style-type: none"> Give pupils an opportunity to think about the world in which they live and to discuss what changes, if any, need to be made in order to make it a better place. Explore what it means for a person to have faith and how having faith affects people's lives, values and decisions. Discuss that Christian people are called to build God's kingdom here on earth. Understand Gandhi's influence. 	<ul style="list-style-type: none"> Give children a Biblical perspective on the nativity story. Challenge their ideas and deepen their understanding of the true meaning of Christmas. 	<ul style="list-style-type: none"> Give pupils a greater understanding of the significance of the Exodus and Passover. Introduce pupils to the links between Christianity and Judaism. 	<ul style="list-style-type: none"> Explore the Easter story from the perspective of it being the story of Christ's triumph and victory over death. 	<ul style="list-style-type: none"> Give children an opportunity to think about the idea that that life is a journey and what it means to make that journey as a Christian. Enable pupils to begin to understand the concept of undertaking a religious pilgrimage. Understand the importance of Hajj to muslims. 	<ul style="list-style-type: none"> Further the children's understanding of the nature of God, His characteristics and His relationship with people. Understand the Hindu concept of God.

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<p>Key Learning</p>	<ul style="list-style-type: none"> • What matters most to me? • If you could change the world what would you change? Why? • Why do changes need to be made? Who is going to make the changes? • Can I make a difference? How can I make a difference? • How could you change the world? • How can the changes be made? • What is faith? • What does it mean for a person to have faith? • What does it mean to be a person of faith? • What motivates people of faith? • How does having faith affect people's lives? • In what ways have people of Christian faith built God's kingdom on earth? • In what ways do people of Christian faith build God's kingdom on earth today? • What did Gandhi do? 	<ul style="list-style-type: none"> • Where in the Bible is the Christmas story? • How are the stories in Matthew and Luke similar/different? • How do our celebrations reflect the true meaning of Christmas? • Where do the ideas of including a donkey and a stable in the story come from? • Why do the two accounts differ? 	<ul style="list-style-type: none"> • Why did God choose Moses? • Why is the Exodus such a significant event in Jewish and Christian history? • What is freedom? • Why is freedom important? • What does it mean to be free? • Why is it important to remember? 	<ul style="list-style-type: none"> • Why do Christians believe that Easter is a celebration of victory? • In what ways is Christ's death and resurrection a victory? • What is Jesus victorious over and why? • How does his victory affect us today? • What did Jesus do to save human beings? 	<ul style="list-style-type: none"> • Life is a journey. Do you agree? Why? • In what ways can life be compared to a journey? • In what ways does having faith give meaning and purpose to the journey of life? • Is choosing to journey through life as a Christian an easy option? Why? Why not? • Is every person's journey the same? Why not? • Why do people go on a pilgrimage? • Does a pilgrimage have to be to a place of worship? • What happens on Hajj? 	<ul style="list-style-type: none"> • What words would you use to describe God? • What is the nature and character of God? What images do you have of God? • How is it possible for God to be visible and yet invisible? • Where is God? How old is God? • What is God's name? What makes God happy? What makes God sad? • What does God do all day? • Does God really know everything? How do you know? • How do Hindus describe God?
<p>Big Ideas Key Concepts</p>	<p>Creation Fall Kingdom of God</p>	<p>Incarnation Salvation</p>	<p>People of God</p>	<p>Salvation</p>	<p>People of God Salvation</p>	<p>God</p>

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Questful RE Statements	<ul style="list-style-type: none"> • There are people willing to dedicate their lives to changing the world. • The desire to make the world a better place is shared by members of all six major world faiths. • Justice, compassion, and service are Key Christian values and children should be able to talk about why. • Generate important and relevant questions. • Suggest and research answers to big questions they have asked. • Describe what inspires them about the lives and work of people such as Nelson Mandela and Gandhi. • Express their own views and the views of others as to the reasons why the world needs changing. • There are people who live and have lived extraordinary lives of faith and we can be inspired by them. • There are similarities and differences between the behaviour and values 	<ul style="list-style-type: none"> • The nativity story is recorded in Gospels of Matthew and Luke. • The true meaning of Christmas is a celebration of the birth of the Messiah, God in human form, Jesus Christ. • Different denominations of Christianity hold differing views in the importance of Mary. • Identify which parts of the story are found in each gospel and the purpose of each writer. • Identify the influence the two stories have on our Christmas celebrations. • Describe using religious vocabulary the Christian beliefs revealed in the nativity story. 	<ul style="list-style-type: none"> • The Exodus is a significant event in Jewish and Christian history. • The Seder is the special meal celebrated by Jews on the first evening of the festival of Passover. • Christianity is rooted in Judaism and Jesus celebrated the Passover. • For Jews, the event of the Exodus and Passover are at the very heart of their beliefs. • Retell in detail the story of the Exodus and connect it to the Passover celebration and Seder meal. • Make links between the Passover, Last Supper and the Eucharist. • Use appropriate religious vocabulary to show they understand why Passover is a festival of memory and freedom. • Express their opinion about what freedom is and what it is not. • Identify the similarities and differences between the level of importance placed on 	<ul style="list-style-type: none"> • We (Christians) believe that Christ's resurrection is a victory over death and talk about it with understanding. • We (Christians) believe that the death and resurrection of Jesus restored the relationship between God and people. • The Easter story is at the very heart of Christian belief. • Retell the Easter Story in detail and talk with understanding about the Christian belief that Jesus died and rose victoriously and what that means to Christians. • Talk about and describe feelings in relation to situations of victory; make links between people's values and commitments and their attitudes and behaviour with regard to situations of victory. • Ask important questions about Christian belief; reflect thoughtfully on the answers to these big questions. 	<ul style="list-style-type: none"> • Some people undertake a pilgrimage as part of living out their faith. • The life journey of people in the Bible effects the behaviour, beliefs and life choices of Christians today. • Being a Christian and following Jesus' teaching has an impact on a person's life. • The life journey of Jesus answers questions about what Christians believe. • Christians in many countries across the world are persecuted because of their faith. • Recognise similarities and differences between pilgrimages made by Christians and people of other faiths. • Describe the impact that following the teaching of Jesus has on people's lives. • Describe the features of living life as a Christian. • Describe the main sections of a Hajj pilgrimage. 	<ul style="list-style-type: none"> • Bible stories help to deepen our knowledge and understanding of God. • We (Christians) believe God is three in one, the Trinity. • God is given many names by Christians and members of non-Christian faiths. These names describe His nature and characteristics, • Bible texts are used to answer questions about the characteristics and nature of God. • Use religious language to show they are developing an understanding of the Trinity. • Identify the elements in Christian worship that express Christian beliefs about God. • Ask big questions and express their own views. • Describe some features of a Hindu view of God.
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	<p>of Christians and people of other faiths.</p> <ul style="list-style-type: none"> • Christian people are called to live out the teaching in the Bible and build God's kingdom through righteous living. • Describe and illustrate with examples the ways in which the actions of Christian people are building God's kingdom here on earth. • Use an increasingly wide religious vocabulary to explain what motivates people of faith. • Talk with understanding about the characteristics of a person living out their Christian faith. • Explain aspects of the lives of people of faith that inspire them like Gandhi. • Interpret bible stories and explain how that story answers questions about what it means to have faith. 		<p>the Exodus and Passover by Jews and Christians.</p> <ul style="list-style-type: none"> • Explain, using appropriate religious language, the significance of the Passover and why it is not forgotten. 	<ul style="list-style-type: none"> • Describe the impact of belief in the Easter story on a person's life. 		
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Long Term Plan for Religious Education Year 5 and Year 6

2023-2024						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions	<p>How and why do Christians read the Bible?</p> <p>How important are holy books to faiths other than Christianity?</p>	<p>Do all Christians celebrate Christmas the same way?</p>	<p>Are there any female role models in the Old Testament?</p> <p>How is Esther celebrated by Jews at Purim?</p>	<p>Who was Jesus? Who is Jesus?</p>	<p>How did the stories Jesus told change the lives of his followers then and now?</p>	<p>In what ways do the beliefs about Ascension and Pentecost make Christianity distinctive?</p> <p>How have artists tried to convey their beliefs through their work?</p>
Aims	<ul style="list-style-type: none"> • Deepen children's understanding of the importance and impact of the contents of the Bible. • Explore significant texts in the Koran and Guru Granth Sahib. 	<ul style="list-style-type: none"> • Develop children's perceptions of Christmas beyond their experiences in Britain. • Increase their understanding of Christianity as a world faith. 	<ul style="list-style-type: none"> • Widen the children's knowledge and understanding of the role and significance of women in the Bible and God's big story. • To reflect upon the actions of these women and consider what we can learn from their stories. • Explore links between Judaism and Christianity. 	<ul style="list-style-type: none"> • Allow children the opportunity to stand back and consider 'Who was Jesus?' and 'Who is Jesus?' from their own point of view and the views of others in the past and today. 	<ul style="list-style-type: none"> • Emphasise Jesus' skills as a great teacher. • Consider carefully the messages of the parables and how they impact on the lives of practising Christians. 	<ul style="list-style-type: none"> • Delve deeper into the meaning and impact of these events. • Explore how they link to Christian hopes for the future. • Introduce pupils to a large variety of Christian art work including art from other cultures. • Explore the belief that art work can be an expression of worship and prayer.
Key Learning	<ul style="list-style-type: none"> • How and why is the Bible used? • Do you need a Bible to be a Christian? • Why is the Bible holy? 	<ul style="list-style-type: none"> • How do Christians in Britain celebrate Christmas? 	<ul style="list-style-type: none"> • What can I learn from this story? • Why is this a significant moment? 	<ul style="list-style-type: none"> • Who was Jesus? • Who is Jesus? • Who did Jesus say he was? 	<ul style="list-style-type: none"> • Why did Jesus tell this story? • What can we learn from this story? 	<ul style="list-style-type: none"> • Why are these two events so important? • What is the impact of these events then and now?

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	<ul style="list-style-type: none"> • Why is the Bible a best seller? • Why are there so many versions of the Bible? • How do Sikhs and Muslims use significant parts of their holy books? 	<ul style="list-style-type: none"> • How is Christmas celebrated around the world? • How do the celebrations reveal Christian beliefs? • Why is the celebration of Christmas different around the world? 	<p>Why is this woman important?</p> <ul style="list-style-type: none"> • In which values and beliefs are the actions of the women rooted? • Did she do the right thing? • Where does this story fit into God's big story? 	<ul style="list-style-type: none"> • Was Jesus the Messiah? 	<ul style="list-style-type: none"> • How does this story help us to understand Christian beliefs? • How does this story impact on the lives of believers? 	<ul style="list-style-type: none"> • In what ways do these events and beliefs make Christianity distinctive? • What do Christians believe about the nature and character of the Holy Spirit? • What is interesting/surprising/puzzling about this work of art? • What questions would you like to ask the artist? • How does this piece of art make you feel? Why? • What do you think the artist was trying to say through this piece of art? • What is the best thing about this piece of artwork?
Big Ideas Key Concepts	Gospel Kingdom of God	Incarnation	People of God	Incarnation Salvation	Gospel Kingdom of God	Gospel Salvation Kingdom of God This will depend upon the art works chosen
Questful RE Statements	<ul style="list-style-type: none"> • There are several different genre of writing in the Bible. • There are many translations of the Bible in English and other languages. • The Bible is used to help answer questions about creation, truth, suffering and death, 	<ul style="list-style-type: none"> • Christmas is celebrated by Christians around the world. • Some celebrations are connected to beliefs but others are secular. • Christmas celebrations provide answers to questions 	<ul style="list-style-type: none"> • There are significant women in the Bible who made incredible choices that have an impact on God's big story. • Worship can be expressed in a variety of ways including prayer, dance, 	<ul style="list-style-type: none"> • Jesus is given a variety of names to describe his character and purpose. • There is a strong connection between Christmas and Easter and the concepts of incarnation and salvation. 	<ul style="list-style-type: none"> • These stories about Jesus' teaching explain Christian beliefs and actions. • There are links between Jesus teaching and the school's Christian values and British values. 	<ul style="list-style-type: none"> • Ascension and Pentecost are key events in Christianity. • we (Christians) believe people's lives can be inspired and transformed by the Holy Spirit. • The events of the Ascension and Pentecost are

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	<p>values for life and ethical issues.</p> <ul style="list-style-type: none"> • People of other faiths have holy books that teach, guide and impact on their daily lives. • The Bible is the inspired word of God. • The Bible gives guidance for Christian living and this impacts on believers lives and communities. • Make links between Bible passages and Christian values, attitudes and beliefs. • Use religious language to ask relevant questions. • Talk about the work and perseverance of Bible translators. • Describe what inspires and influences them. • Describe the impact of the content of the Bible on believers' lives. • Use religious vocabulary to show understanding of religious texts. • Make comparisons between the Bible, Koran and Guru Granth Sahib. 	<p>about Christian beliefs about Jesus.</p> <ul style="list-style-type: none"> • Make the links between the story, belief and action • Describe and give reasons for the similarities and differences between Christmas celebrations around the world. • Describe and show understanding of why Christmas is such an important time for Christians. • Talk about the distinctive Christian beliefs highlighted by Christmas celebrations. 	<p>compassion and self-sacrifice.</p> <ul style="list-style-type: none"> • Sometimes people of faith face great challenges and remain true to their faith. • Make links between their own values and the values of others (i.e. the women in the Bible). • Describe the actions of Esther and how they are celebrated at Purim • Ask important and relevant questions about the lives of the women in the Bible. • Ask and suggest answers to questions of identity, meaning, purpose, truth, values and commitments. • Reflect on the lives of the women in the Bible and describe the features that inspire them. 	<ul style="list-style-type: none"> • We (Christians) believe Jesus was/is the Messiah and what that means. • Express their own and the opinion of others in response to the question 'Who was Jesus?' • Use appropriate religious vocabulary to show they understand Christian beliefs about Jesus. • Ask relevant questions in order to discover the answer to the question 'Who was Jesus?' • Use the Bible as a source to discover the answer to the question 'Who was Jesus?' 	<ul style="list-style-type: none"> • Jesus teaching makes an impact in people's lives, their values, choices and behaviour. • Retell in detail some of the Bible stories covered in this unit. • Ask important and relevant questions about Jesus teaching. • Describe and show understanding of the Christian beliefs revealed through these stories. • Explain how the parables in this unit answer questions about values and commitments. • To identify and explain why they think one of Jesus parables has a particularly strong message for the world today. 	<p>connected to distinctive Christian beliefs.</p> <ul style="list-style-type: none"> • Retell the stories of Ascension and Pentecost connecting them with Christian beliefs. • Describe what Christians believe is the impact of the Holy Spirit on people's lives. • Talk about the ways in which these events help answer questions about God. • Christianity is a worldwide multi-cultural faith. • Some believers express their faith and worship through art. • Pieces of Christian art can deepen and enrich a believer's faith. • Talk with confidence about what they find interesting or puzzling about a piece of artwork. • Retell a Bible story and its meaning expressed in a painting. • describe how a piece of artwork could help someone understand further the Bible story/nature of God/Christian concept etc.
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						<ul style="list-style-type: none">• Describe why various pieces of artwork inspire them.• Talk with understanding about a piece of Christian art using appropriate religious vocabulary.• Explain how a piece of religious art can be used to provide answers to ultimate questions.• Express their opinion about a piece of artwork and listen to the views of others.
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