

RE Long-term planning at Bovey Tracey Primary School

RE Principal aim

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

	Autumn 1 Compassion	Autumn 2 High aspirations	Spring 1 Equity	Spring 2 Excellence and Enjoyment	Summer 1 Resilience	Summer 2 Self-belief
Phase 1 (Year R) Year A and B 2021-2022 2022-2023	F4 Being special: where do we belong?	Incarnation - F2 Why is Christmas special for Christians?	Creation - F1 Why is the word 'God' so important to Christians?	Salvation - F3 Why is Easter special to Christians?	F5 What places are special and why?	F6 What times/stories are special and why?
Phase 1 (Year 1 and 2) Year A 2021-2022	Creation - 1.2 Who do Christians say made the world? Harvest	1.10 What does it mean to belong to a faith community?	God - 1.1 What do Christians believe God is like?	1.7 Who is Jewish and how do they live?		1.9 How should we care for the world and for others, and why does it matter? (C, J, NR)
Phase 1 (Year 1 and 2) Year B 2020-2021	1.6 Who is a Muslim and how do they live?	Incarnation - 1.3 Why does Christmas matter to Christians?	1.6 Who is a Muslim and how do they live? Part 2	Salvation - 1.5 Why does Easter matter to Christians?	Gospel - 1.4 What is the 'good news' Christians believe Jesus brings?	1.8 What makes some places sacred to believers? (C,M)
Phase 2 (Year 3 and 4) Year A 2021-2022	Creation/fall - L2.1 What do Christians learn from the Creation story?	L2.10 How do festivals and family life show what matters to Jewish people?	People of God - L2.2 What is it like for someone to follow God?	L2.9 How do festivals and worship show what matters to a Muslim?	Gospel - L2.4 What kind of world did Jesus want?	L2.12 How and why do people try to make the world a better place? (C, M/J, NR)
Phase 2 (Year 3 and 4) Year B 2020-2021	L2.7 What do Hindus believe God is like?	Incarnation - L2.3 What is the 'Trinity' and why is it important for Christians? Christmas	L2.8 What does it mean to be Hindu in Britain today?	Salvation - L2.5 Why do Christians call the day Jesus died 'Good Friday'? Easter	Kingdom of God - L2.6 For Christians, when Jesus left, what was the impact of Pentecost ?	L2.11 How and why do people mark the significant events of life? (C, H, NR)
Phase 3 (Year 5 and 6) Year A 2021-2022	U2.8 What does it mean to be a Muslim in Britain today?	Incarnation - U2.4 Why do Christians believe Jesus was the Messiah? Christmas	God - U2.1 What does it mean if Christians believe God is holy and loving?	U2.9 Why is the Torah so important to Jewish people?	Gospel - U2.5 Christians and how to live: 'What would Jesus do?'	U2.10 What matters most to Humanists and Christians? (C, M/J, NR)
Phase 3 (Year 5 and 6) Year B 2020-2021	U2.7 Why do Hindus want to be good?	U2.11 Why do some people believe in God and some people not? (C, NR)	Creation - U2.2 Creation and science: conflicting or complementary?	Salvation - U2.6 What do Christians believe Jesus did to 'save' people?	Kingdom of God - U2.8 For Christians, what kind of king is Jesus?	U2.12 How does faith help people when life gets hard?

Key:

Christians	Jews	Muslims	Hindus	Christians, Jews, Muslims, Hindus and non-religious worldviews
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RE Phase 1 Medium-term planning (Year R only)

	Phase 1 (Year R only)	
	Year A	Year B
Autumn 1 Compassion	<p>Unit F4: Being special: where do we belong?</p> <ul style="list-style-type: none"> re-tell religious stories making connections with personal experiences share and record occasions when things have happened in their lives that made them feel special recall simply what happens at a traditional Christian infant baptism and dedication recall simply what happens when a baby is welcomed into a religion other than Christianity. <p>Vocabulary:</p> <ul style="list-style-type: none"> God Bible Special Baptism Love Respect Belong Christians Christianity 	<p>Unit F4: Being special: where do we belong?</p> <ul style="list-style-type: none"> re-tell religious stories making connections with personal experiences share and record occasions when things have happened in their lives that made them feel special recall simply what happens at a traditional Christian infant baptism and dedication recall simply what happens when a baby is welcomed into a religion other than Christianity. <p>Vocabulary:</p> <ul style="list-style-type: none"> God Bible Special Baptism Love Respect Belong Christians Christianity
Autumn 2 High aspirations	<p>INCARNATION</p> <p>Note: in EYFS, the Making Connections element of the approach is woven throughout all activities.</p> <p>Unit F2: Why is Christmas special for Christians?</p> <ul style="list-style-type: none"> Talk about what the Bible says about God. Recognise that Christians celebrate Christmas as the birth of Christ. Talk about what Christians do at church at Christmas. Recall simply what special things Christians do at Christmas to share God's love. <p>Vocabulary:</p> <ul style="list-style-type: none"> God Bible Nativity Christmas Jesus Unique Precious Christians Christianity 	<p>INCARNATION</p> <p>Note: in EYFS, the Making Connections element of the approach is woven throughout all activities.</p> <p>Unit F2: Why is Christmas special for Christians?</p> <ul style="list-style-type: none"> Talk about what the Bible says about God. Recognise that Christians celebrate Christmas as the birth of Christ. Talk about what Christians do at church at Christmas. Recall simply what special things Christians do at Christmas to share God's love. <p>Vocabulary:</p> <ul style="list-style-type: none"> God Bible Nativity Christmas Jesus Unique Precious Christians Christianity
Spring	CREATION	CREATION

	<p>Note: in EYFS, the Making Connections element of the approach is woven throughout all activities.</p> <p>Unit F1: Why is the word ‘God’ so important to Christians?</p> <ul style="list-style-type: none"> • Talk about what the Bible says about God. • Recognise that some religious people have places which have special meaning for them • Talk about why Easter is the most important festival of the year for Christians. <p>Vocabulary:</p> <ul style="list-style-type: none"> • God • Bible • Special places • Christians • Christianity • Creator 	<p>Note: in EYFS, the Making Connections element of the approach is woven throughout all activities.</p> <p>Unit F1: Why is the word ‘God’ so important to Christians?</p> <ul style="list-style-type: none"> • Talk about what the Bible says about God. • Recognise that some religious people have places which have special meaning for them • Talk about why Easter is the most important festival of the year for Christians. <p>Vocabulary:</p> <ul style="list-style-type: none"> • God • Bible • Special places • Christians • Christianity • Creator
<p>Spring 2</p> <p>Excellence and Enjoyment</p>	<p>SALVATION</p> <p>Note: in EYFS, the Making Connections element of the approach is woven throughout all activities.</p> <p>Unit F3: Why is the Easter special to Christians?</p> <ul style="list-style-type: none"> • Talk about what the Bible says about God. • Recall what the Bible says about the last days of Jesus’ ministry on Earth. • Talk about how Christian’s respect God. <p>Vocabulary:</p> <ul style="list-style-type: none"> • God • Bible • Holy week • Christians • Christianity • Easter 	<p>SALVATION</p> <p>Note: in EYFS, the Making Connections element of the approach is woven throughout all activities.</p> <p>Unit F3: Why is the Easter special to Christians?</p> <ul style="list-style-type: none"> • Talk about what the Bible says about God. • Recall what the Bible says about the last days of Jesus’ ministry on Earth. • Talk about how Christian’s respect God. <p>Vocabulary:</p> <ul style="list-style-type: none"> • God • Bible • Holy week • Christians • Christianity • Easter
<p>Summer 1</p> <p>Resilience</p>	<p>Unit F5: Which places are special and why?</p> <ul style="list-style-type: none"> • Talk about somewhere that is special to themselves, saying why • Recognise that some religious people have places which have special meaning for them • Talk about the things that are special and valued in a place of worship • Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God • Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church (or other place of worship) • Express a personal response to the natural world. <p>Vocabulary:</p> <ul style="list-style-type: none"> • God • Bible • Safe 	<p>Unit F5: Which places are special and why?</p> <ul style="list-style-type: none"> • Talk about somewhere that is special to themselves, saying why • Recognise that some religious people have places which have special meaning for them • Talk about the things that are special and valued in a place of worship • Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God • Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church (or other place of worship) • Express a personal response to the natural world. <p>Vocabulary:</p> <ul style="list-style-type: none"> • God • Bible • Safe

	<ul style="list-style-type: none"> • Happy • Special places • Church • Mosque • Synagogue 	<ul style="list-style-type: none"> • Happy • Special places • Church • Mosque • Synagogue
<p>Summer 2</p> <p>Self-belief</p>	<p>Unit F6: Which stories are special and why?</p> <ul style="list-style-type: none"> • talk about some religious stories • recognise some religious words, e.g. about God • identify some of their own feelings in the stories they hear • identify a sacred text e.g. Bible, Torah • talk about some of the things these stories teach believers <p>Vocabulary:</p> <ul style="list-style-type: none"> • God • Bible • Christians • Christianity • Creator • Torah • Qur'an 	<p>Unit F6: Which stories are special and why?</p> <ul style="list-style-type: none"> • talk about some religious stories • recognise some religious words, e.g. about God • identify some of their own feelings in the stories they hear • identify a sacred text e.g. Bible, Torah • talk about some of the things these stories teach believers <p>Vocabulary:</p> <ul style="list-style-type: none"> • God • Bible • Christians • Christianity • Creator • Torah • Qur'an

RE Phase 1 Medium-term planning (Year 1 and 2 including Brimley)

	Phase 1 (Year 1 and 2 including Brimley)	
	Year A	Year B
Autumn 1 Compassion	<p>CREATION</p> <p>Unit 1.2: Who do Christians say may the world?</p> <ul style="list-style-type: none"> • Retell the story of creation from Genesis 1:1–2.3 simply. • Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible. • Say what the story tells Christians about God, Creation and the world. • Give at least one example of what Christians do to say thank you to God for the Creation. <p>Think, talk and ask questions about living in an amazing world</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • God • Creator • Creation • Big story 	<p>Unit 1.6 Who is Muslim and how do they live? [God/Tawhid/Ibadah/Iman]</p> <ul style="list-style-type: none"> • Recognise the words of the Shahadah and that it is very important for Muslims • Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean • Give examples of how stories about the Prophet show what Muslims believe about Muhammad. • Give examples of how Muslims use the Shahadah to show what matters to them • Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) • Give examples of how Muslims put their beliefs about prayer into action. • Think, talk about and ask questions about Muslim beliefs and ways of living • Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas • Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too. <p>Vocabulary:</p> <ul style="list-style-type: none"> • Muslim • Shahadah • Beliefs • Allah • Muhammad • Prophet • prayer
Autumn 2 High aspirations	<p>Unit 1.10: What does it mean to belong to a faith community?</p> <ul style="list-style-type: none"> • Recognise that loving others is important in lots of communities • Say simply what Jesus and one other religious leader taught about loving other people Understand the impact: • Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean • Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious) • Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences • Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas. <p>Vocabulary:</p> <ul style="list-style-type: none"> • Loving • Community • Welcome ceremony 	<p>INNOCENCE</p> <p>Unit 1.3: Why does Christmas matter to Christians?</p> <ul style="list-style-type: none"> • Give a clear, simple account of the story of Jesus’ birth and why Jesus is important for Christians. • Recognise that stories of Jesus’ life come from the Gospels. • Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. • Decide what they personally have to be thankful for at Christmas time <p>Vocabulary:</p> <ul style="list-style-type: none"> • Christmas • Jesus • God • Christians • Gospels • Nativity • Thankful

	<ul style="list-style-type: none"> • Symbols • Marriage 	
Spring 1 Equity	<p>GOD</p> <p>Unit 1.1: What do Christians believe God is like?</p> <ul style="list-style-type: none"> • Identify what a parable is. • Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father. • Give clear, simple accounts of what the story means to Christians. • Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others. • Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example. • Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas. <p>Vocabulary:</p> <ul style="list-style-type: none"> • Parable • Bible • Christians • Beliefs • God • Forgiveness 	<p>Continued: Unit 1.6 Who is Muslim and how do they live? [God/Tawhid/Ibadah/Iman]</p> <ul style="list-style-type: none"> • Recognise the words of the Shahadah and that it is very important for Muslims • Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean • Give examples of how stories about the Prophet show what Muslims believe about Muhammad. • Give examples of how Muslims use the Shahadah to show what matters to them • Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) • Give examples of how Muslims put their beliefs about prayer into action. • Think, talk about and ask questions about Muslim beliefs and ways of living • Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas • Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too. <p>Vocabulary:</p> <ul style="list-style-type: none"> • Muslim • Shahadah • Beliefs • Allah • Muhammad • Prophet • prayer
Spring 2 Excellence and Enjoyment	<p>Unit 1.7: Who is Jewish and how do they live?</p> <ul style="list-style-type: none"> • Recognise the words of the Shema as a Jewish prayer • Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah) • Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like. • Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) • Make links between Jewish ideas of God found in the stories and how people live • Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) • Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas • Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too. 	<p>SALVATION</p> <p>Unit 1.5: Why does Easter matter to Christians?</p> <ul style="list-style-type: none"> • Recognise that Incarnation and Salvation are part of a 'big story' of the Bible. • Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). • Recognise that Jesus gives instructions about how to behave. • Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. • Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exp <p>Vocabulary:</p> <ul style="list-style-type: none"> • Incarnation • Salvation • Big story • Bible

	<p>Vocabulary:</p> <ul style="list-style-type: none"> • Jewish • Shema • Celebrations • God • Shabbat • Mezuzah 	<ul style="list-style-type: none"> • Holy week • Easter • Resurrection
<p>Summer 1 Resilience</p>		<p>GOSPEL</p> <p>Unit 1.4: What is the good news Christians believe Jesus brings?</p> <ul style="list-style-type: none"> • Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news. • Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians. • Recognise that Jesus gives instructions to people about how to behave. • Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless. • Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession). • Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas. <p>Vocabulary:</p> <ul style="list-style-type: none"> • Christians • Jesus • Bible • Gospel • Forgiveness • Peace • Community • Church
<p>Summer 2 Self-belief</p>	<p>Unit 1.9 How should we care for others and the world?</p> <ul style="list-style-type: none"> • Identify a story or text that says something about each person being unique and valuable • Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) • Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world • Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories • Give examples of how Christians and Jews can show care for the natural earth • Say why Christians and Jews might look after the natural world • Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world • Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world. <p>Vocabulary:</p> <ul style="list-style-type: none"> • Unique 	<p>Unit 1.8 What makes some places sacred to believers?</p> <ul style="list-style-type: none"> • Recognise that there are special places where people go to worship, and talk about what people do there • Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean • Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship • Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues that show what people believe • Give simple examples of how people worship at a church, mosque or synagogue • Talk about why some people like to belong to a sacred building or a community. • Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas • Talk about what makes some places special to people, and what the difference is between religious and non-religious special places. <p>Vocabulary:</p>

	<ul style="list-style-type: none">• Valuable• Christians• Jews• Religious• Non-religious	<ul style="list-style-type: none">• Sacred believers• Special places• Worship• Beliefs• Symbols• Church• Mosque• Synagogue
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Key vocabulary for unit

RE Phase 2 Medium-term planning (Year 3 and 4)

	Phase 2 (Year 3 and 4)	
	Year A	Year B
Autumn 1 Compassion	<p>CREATION/ FALL</p> <p>Unit 2.1: What do Christians learn from the creation story?</p> <ul style="list-style-type: none"> Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'. Make clear links between Genesis 1 and what Christians believe about God and Creation. Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.) Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians. <p>Vocabulary:</p> <ul style="list-style-type: none"> Big story Bible Creator Creation Christians 	<p>Unit L2.7: What do Hindus believe that God is like? [Brahman/Atman]</p> <ul style="list-style-type: none"> Identify some Hindu deities and say how they help Hindus describe God Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God Offer informed suggestions about what Hindu murtis express about God Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a Home Shrine; celebrating Diwali) Identify some different ways in which Hindus worship Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas <p>Vocabulary:</p> <ul style="list-style-type: none"> Hindus Hinduism Brahman Deities Ganesh Diwali Shrine Prayer
Autumn 2 High aspirations	<p>Unit L2.10 How do festivals and family life show what matters to Jews?</p> <ul style="list-style-type: none"> Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean. Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people Offer informed suggestions about the meaning of the Exodus story for Jews today. Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities. Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future. Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas. <p>Vocabulary:</p> <ul style="list-style-type: none"> Jews Jewish 	<p>INCARNATION/ God</p> <p>Unit 2.3 What is the Trinity and why is it important for Christians?</p> <ul style="list-style-type: none"> Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter. Offer suggestions about what texts about baptism and Trinity might mean. Give examples of what these texts mean to some Christians today. Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live. Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like. <p>Vocabulary:</p> <ul style="list-style-type: none"> Big story Bible Trinity Holy spirit God Jesus

	<ul style="list-style-type: none"> • Festivals • Beliefs • Sin • Forgiveness • Salvation 	<ul style="list-style-type: none"> • Gospel • Baptism • Worship
Spring 1 Equity	<p>PEOPLE OF GOD</p> <p>Unit 2.2: What is it like for someone to follow God?</p> <ul style="list-style-type: none"> • Make clear links between the story of Noah and the idea of covenant. • Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony. • Make links between the story of Noah and how we live in school and the wider world. <p>Vocabulary:</p> <ul style="list-style-type: none"> • Big story • Bible • Creation • Noah • God • Covenant • Promises 	<p>Unit L2.8 What does it mean to be a Hindu in Britain today? [Dharma]</p> <ul style="list-style-type: none"> • Describe how Hindus show their faith within their families in Britain today (e.g. home puja) • Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali) • Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India) • Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean • Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma) • Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas. <p>Vocabulary:</p> <ul style="list-style-type: none"> • Hindus • Hinduism • Brahman • Deities • Ganesh • Diwali • Shrine • Prayer • Faith • Communities • Dharma
Spring 2 Excellence and Enjoyment	<p>Unit L2.9 How do festivals and worship show what matters to a Muslim? [Ibadah]</p> <ul style="list-style-type: none"> • Identify some beliefs about God in Islam, expressed in Surah 1. • Make clear links between beliefs about God and ibadah (e.g. how God is worth worshipping; how Muslims submit to God) • Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve. • Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque) • Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims. 	<p>SALVATION</p> <p>Unit 2.5: Why do Christians call the day Jesus died Good Friday?</p> <ul style="list-style-type: none"> • Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'. • Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean. • Give examples of what the texts studied mean to some Christians. • Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities. • Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. • Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.

	<ul style="list-style-type: none"> • Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas. Vocabulary: <ul style="list-style-type: none"> • Muslim • Islam • Beliefs • Ibadah • Celebrating • Fasting • Worship • Self-control 	Vocabulary: <ul style="list-style-type: none"> • Big story • Bible • Creation • Fall • Incarnation • Gospel • Salvation • Easter • Holy week • Palm cross
Summer 1 Resilience	GOSPEL Unit 2.4: What kind of world did Jesus want? <ul style="list-style-type: none"> • Identify this as part of a ‘Gospel’, which tells the story of the life and teaching of Jesus. • Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be ‘fishers of people’. • Offer suggestions about what Jesus’ actions towards the leper might mean for a Christian. • Make simple links between Bible texts and the concept of ‘Gospel’ (good news). • Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus’ teaching. • Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly Vocabulary: <ul style="list-style-type: none"> • Big story • Bible • Gospel • Disciples 	KINGDOM OF GOD Unit 2.6 For Christians, when Jesus left, what was the impact of Pentecost? <ul style="list-style-type: none"> • Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth. • Offer suggestions about what the description of Pentecost in Acts 2 might mean. • Give examples of what Pentecost means to some Christians now. • Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities. • Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas. Vocabulary: <ul style="list-style-type: none"> • Big story • Bible • Pentecost • Kingdom of God • Holy spirit
Summer 2 Self-belief	Unit L2.12 How and why do people try to make the world a better place? <ul style="list-style-type: none"> • Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin). • Make links between religious beliefs and teachings and why people try to live and make the world a better place. • Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek) • Describe some examples of how people try to live (e.g. individuals and organisations) • Identify some differences in how people put their beliefs into action 	Unit L2.11: How and why do people mark the significant events of life? <ul style="list-style-type: none"> • Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean • Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today • Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean • Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals)

	<ul style="list-style-type: none"> • Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better • Make links between some commands for living from religious traditions, nonreligious worldviews and pupils' own ideas • Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views. <p>Vocabulary:</p> <ul style="list-style-type: none"> • Beliefs • Religious • Hindus • Jews • Christians • Muslims • Non-religion • Worldviews 	<ul style="list-style-type: none"> • Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism) • Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones • Make links between ideas of love, commitment and promises in religious and non-religious ceremonies • Give good reasons why they think ceremonies of commitment are or are not valuable today <p>Vocabulary:</p> <ul style="list-style-type: none"> • Beliefs • Love • Commitment • Promises • Religious • Hindus • Jews • Christians • Muslims • Non-religion • Worldviews
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Key vocabulary for unit

RE Phase 3 Medium-term planning (Year 5 and 6)

	Phase 3 (Year 5 and 6)	
	Year A	Year B
Autumn 1 Compassion	<p>Unit U2.8 What does it mean to be a Muslim in Britain today? [Tawhid/ iman/ ibadah]</p> <ul style="list-style-type: none"> Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. Tawhid; Muhammad as the Messenger, Qur'an as the message) Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet) Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art) Give evidence and examples to show how Muslims put their beliefs into practice in different ways Make connections between Muslim beliefs studied and Muslim ways of living in Britain/your region today. Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views. <p>Vocabulary:</p> <ul style="list-style-type: none"> Muslim Islam Beliefs Ibadah Celebrating Fasting Worship Self-control Holy Qur'an Five pillars Mosque 	<p>Unit U2.7: Why do Hindus try to be good? [Karma/ dharma/ samsara/ moksha]</p> <ul style="list-style-type: none"> Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc. Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc. Give evidence and examples to show how Hindus put their beliefs into practice in different ways Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view. <p>Vocabulary:</p> <ul style="list-style-type: none"> Hindus Hinduism Brahman Deities Shrine Prayer Faith Communities Dharma Beliefs
Autumn 2 High aspirations	<p>INCARNATION</p> <p>Unit 2.4 Why do Christians believe Jesus was the Messiah?</p> <ul style="list-style-type: none"> Explain the place of Incarnation and Messiah within the 'big story' of the Bible. Identify Gospel and prophecy texts, using technical terms. Explain connections between biblical texts, Incarnation and Messiah, using theological terms. Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas. 	<p>Unit U2.11 Why do some people believe in God and some people not?</p> <ul style="list-style-type: none"> Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from Give examples of reasons why people do or do not believe in God Make clear connections between what people believe about God and the impact of this belief on how they live

	<ul style="list-style-type: none"> • Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible. • Weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives <p>Vocabulary:</p> <ul style="list-style-type: none"> • Big story • Bible • Incarnation • Messiah • Gospel • Prophecy • Saviour 	<ul style="list-style-type: none"> • Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis) • Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging • Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not • Make connections between belief and behaviour in their own lives, in the light of their learning <p>Vocabulary:</p> <ul style="list-style-type: none"> • Beliefs • Religious • Hindus • Jews • Christians • Muslims • Non-religion • Worldviews • Theist • Atheist • Agnostic • God
<p>Spring 1</p> <p>Equity</p>	<p>GOD</p> <p>Unit 2.1: What does it mean if Christians believe God is holy and loving?</p> <ul style="list-style-type: none"> • Identify some different types of biblical texts, using technical terms accurately. • Explain connections between biblical texts and Christian ideas of God, using theological terms. • Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed. • Show how Christians put their beliefs into practice in worship. • Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own. <p>Vocabulary:</p> <ul style="list-style-type: none"> • Big story • Bible • Divine being • Prophet • Holy 	<p>CREATION</p> <p>Unit 2.2: Creation and Science: Conflicting or Complimentary?</p> <ul style="list-style-type: none"> • Outline the importance of Creation on the timeline of the 'big story' of the Bible. • Identify what type of text some Christians say Genesis 1 is, and its purpose. • Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations. • Make clear connections between Genesis 1 and Christian belief about God as Creator. • Show understanding of why many Christians find science and faith go together. • Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses. • Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account. <p>Vocabulary:</p> <ul style="list-style-type: none"> • Big story • Bible • Creation • Creator • Science • Justification • Conflicting

		<ul style="list-style-type: none"> • Complimentary
Spring 2 Excellence and Enjoyment	<p>Unit U2.9 Why is the Torah so important to Jewish people? [God/Torah]</p> <ul style="list-style-type: none"> • Identify and explain Jewish beliefs about God • Give examples of some texts that say what God is like and explain how Jewish people interpret them • Make clear connections between Jewish beliefs about the Torah and how Jews use and treat it • Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws) • Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice) • Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today • Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish. <p>Vocabulary:</p> <ul style="list-style-type: none"> • Jews • Jewish • Festivals • Beliefs • Sin • Forgiveness • Salvation • Torah • Kosher laws 	<p>SALVATION</p> <p>Unit 2.6: What do Christians believe Jesus did to save people?</p> <ul style="list-style-type: none"> • Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it. • Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms. • Suggest meanings for narratives of Jesus' death/ resurrection, comparing their ideas with ways in which Christians interpret these texts. • Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper. • Show how Christians put their beliefs into practice. • Weigh up the value and impact of ideas of sacrifice in their own lives and the world today. <p>Vocabulary:</p> <ul style="list-style-type: none"> • Big story • Bible • Sacrifice • Resurrection • Holy communion
Summer 1 Resilience	<p>GOSPEL</p> <p>Unit 2.5: Christians and how to live: 'What would Jesus do?'</p> <ul style="list-style-type: none"> • Identify features of Gospel texts (for example, teachings, parable, narrative). • Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations. • Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives. • Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own. <p>Vocabulary:</p>	<p>KINGDOM OF GOD</p> <p>Unit 2.8: For Christians, what kind of king is Jesus?</p> <ul style="list-style-type: none"> • Explain connections between biblical texts and the concept of the Kingdom of God. • Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations. • Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community. • Relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas. <p>Vocabulary:</p>

	<ul style="list-style-type: none"> • Big story • Bible • Gospel • Jesus • Teachings • Parables • Interpreting • Peace • Forgiveness • Healing 	<ul style="list-style-type: none"> • Big story • Bible • Kingdom of God • Beliefs • Worship • Service • Community
Summer 2 Self-belief	<p>Unit U2.10 What matters most to Humanists and to Christians?</p> <ul style="list-style-type: none"> • Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) • Make links with sources of authority that tell people how to be good (e.g. Christian ideas of ‘being made in the image of God’ but ‘fallen’, and Humanists saying people can be ‘good without God’) • Make clear connections between Christian and Humanist ideas about being good and how people live • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view • Raise important questions and suggest answers about how and why people should be good • Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views. <p>Vocabulary:</p> <ul style="list-style-type: none"> • Beliefs • Religious • Christians • Humanist • Worldviews • God • Moral code 	<p>Unit U2.12 How does faith help people when life gets hard?</p> <ul style="list-style-type: none"> • Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life • Identify beliefs about life after death in at least two religious traditions, comparing and explaining for similarities and differences. • Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement) • Use evidence and examples to show how beliefs about resurrection/judgement/ heaven/ karma/ reincarnation make a difference to how someone lives. • Reflect on a range of artistic expressions of afterlife, articulating and explaining different ways of understanding these • Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own. <p>Vocabulary:</p> <ul style="list-style-type: none"> • Beliefs • Religious • Hindus • Jews • Christians • Muslims • Non-religion • Worldviews • God • Traditions

Key vocabulary for unit

Equality objectives throughout our curriculum:

We ensure equality of opportunity for all pupils, staff, parents and carers irrespective of race, gender, disability, belief, sexual orientation, age or socio-economic background. We are determined to develop a culture of inclusion and diversity in which all are treated with courtesy, respect, integrity and dignity. We want our whole school community to feel proud of their identity and ability to participate fully in school life.

To be covered across all areas of the curriculum whenever the children are using technology:

- be responsible, competent, confident and creative users of information and communication technology.
- Use technology safely and respectfully, keeping personal information private.
- Identify where to go for help and support when they have concerns about the content or contact on the internet or other online technologies.