

RE Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	F5 Where do we belong? Christianity, Hinduism and Islam	F4 Which times are special and why? Christianity, Hinduism and Judaism.	F3 Which places are special and why? Christians and Muslims	F6 What is special about our world? Christianity, Islam and Judaism	F2 Which people are special and why? Christianity and Sikhism	F1 Which stories are special and why?
1	1.1 Who is a Christian and what do they believe? 1.6 How and why do we celebrate special and sacred times - Christianity		1.2 Who is a Muslim and what do they believe? (to be developed in Y2)	1.6 How and why do we celebrate special and sacred times – Christianity - Easter	1.5 What makes some places sacred? – Christians and Muslims	1.7 What does it mean to belong to a faith community – Christians / Muslims
2	1.1 Who is a Christian and what do they believe?	1.3 Who is Jewish and what do they believe? (first coverage)	1.2 Who is a Muslim and what do they believe? (development from Y1, includes Id-ul-Fitr)	1.6 How and why do we celebrate special and sacred times – Easter, Passover (Pesach)	1.4 What can we learn from sacred books – Christians / Muslims / Jewish	1.8 How should we care for others and the world. And how does it matter? Christians / Muslims / Jewish
3	L2.7 What does it mean to be a Christian in Britain today?	L2.8 What does it mean to be a Hindu in Britain today? (to be developed in Y4)	L2.2 Why is the Bible so important for Christians today?	L2.1 What do different people believe about God? Christians, Hindus, Muslims	L2.1 What do different people believe about God? Christians, Hindus, Muslims	L2.4 Why do people pray? Christians / Hindus / Muslims
4	L2.8 What does it mean to be a Hindu in Britain today? L2.5 Why are festivals important to religious communities? - Diwali		L2.3 Why is Jesus inspiring to some people? - Christianity	L2.5 Why are festivals important to religious communities? Builds on Y2 unit – Easter, Ramadan, Pesach	L2.6 Why do some people think that life is a journey and what significant experiences mark this? Christians, Hindus, Jewish	L2.9 What can we learn from religions about deciding what is right and wrong? Christians, Jewish
5	U2.1 Why do some people think God exists? Christians and non-religious (e.g. Humanists)	U2.2 What would Jesus do? Can we live by the values of Jesus in the twenty-first century? Christianity	U2.6 What does it mean to be a Muslim in Britain today?		U2.4: If God is everywhere, why go to a place of worship? Christians, Hindus and Jewish	
6	U2.8 What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)? Christians, Muslims and Hindus	U2.8 What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)? Christians, Muslims and Hindus	U2.5: Is it better to express your religion in arts and architecture or in charity and generosity? Christians, Muslims and non-religious, e.g. Humanists	U2.5: Is it better to express your religion in arts and architecture or in charity and generosity? Christians, Muslims and non-religious, e.g. Humanists	U2.7 What matters most to Christians and to Humanists? Christians and non-religious (in this case, Humanism)	U2.3 What do religions say to us when life gets hard? Christians, Hindus and nonreligious responses (e.g. Humanists). This unit also includes learning on Muslims.

Believing – Religious beliefs, teachings, sources, questions about meaning, purpose and truth. Knowing about and understanding religions and worldviews

Expressing – Religious and spiritual forms of expression; questions about identify and diversity. Expressing and communicating ideas related to religions and worldviews

Living – Religious practices and ways of living; questions about values and commitments. Gaining and deploying the skills for studying religions and worldviews