



Acre Hall Primary School- R.E Long Term Curriculum Plan

Long Term Plan- Whole School Overview

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Diwali Hannukah	Christmas	Ramadan	Easter	Eid	Weddings and Baptism
Reception	Diwali Hannukah	Christmas	Holi, Ramadan	Easter	Eid	Weddings and Baptism
1	Who is a Christian and what do they believe?		What makes some places sacred?		What does it mean to belong to a faith community?	
2	Who is a Muslim and what do they believe?		What can we learn from sacred books?		How and why do we celebrate special and sacred times?	
KS1 Small Class	Diwali Hannukah Christmas		Ramadan, Holi Easter		Eid Weddings and Baptism	
3	What do different people believe about God?		Why is the bible important to Christians today?		Why do people pray?	
4	Why is Jesus inspiring to some people?		Why do some people think life is a journey?		What does it mean to be a Hindu in Britain today?	
Lower KS2 Small Class	Who is a Christian and what do they believe?		What can we learn from sacred books?		What does it mean to belong to a faith community?	
5	Why do some people believe God exists?		What matters most to Christians and Humanists?		What does it mean to be a Muslim in Britain today?	
6	What do religions say to us when life gets hard?		What do Jewish people believe?		Is it better to express your religion through arts or charity?	
Upper KS2 Small Class	What do different people believe about God?		What does it mean to be a Hindu in Britain today?		What do I know about world religions?	



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The main purpose of R.E lessons

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

EYFS R.E

Religious education is not a statutory part of the national curriculum but state funded, local authority schools must provide a basic curriculum. Schools designated as having a religious character are free to make their own decisions in preparing their syllabuses. Each local authority will have an agreed syllabus so it is important RE subject leaders are aware of the agreed syllabus and how statements from the 2020 Development Matters feed into that particular syllabus.

At Acre Hall we plan teaching and learning in our specific subjects in the afternoons, during topic weeks eg RE week. The children can access provision in both Reception classrooms. They are encouraged to participate in a daily topic session and enhancements and challenges in the provision link to that days/weeks teaching as part of the subject in focus that week. We endeavour to cover every subject each half term.

A lot of RE work within EYFS is completed with continuous provision or as a focus task, these include but are not limited to;

- Talk about our own families and explore differences between my family and yours.
- Celebrations of Key religious dates and festivals including Diwali, Christmas, Eid, Easter.
- Explore artefacts belonging to different religions.
- Listen to/watch different perspectives and ideas of people of different faiths – through videos and any family members in our community of specific faiths.
- Explore special places of worship for religious communities within our locality eg a church or mosque.
- Listen and join in with stories and religious teachings such as The Lost sheep and the Easter Story.
- Listen to and compare stories about different religions and cultural communities such as ‘Handa’s Surprise’.

At Acre Hall in Early Years we take a ‘Planning in the moment approach’. This follows the children’s natural interests, this is added to retrospectively throughout the year; previous examples include parents of a particular religious denomination coming into our setting to discuss a religious celebration.

Curriculum

EYFS development matters statements

PSED

- Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on.
- Develop their sense of responsibility and membership of a community.
- See themselves as a valuable individual.



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<u>Nursery and Reception</u>	<ul style="list-style-type: none">• Think about the perspectives of others. <p><u>Understanding the World</u></p> <ul style="list-style-type: none">• Notice differences between people• Continue to develop positive attitudes about the differences between people.• Talk about members of their immediate family and community.• Name and describe people who are familiar to them.• Understand that some places are special to members of their community.• Recognise that people have different beliefs and celebrate special times in different ways.
<u>Reception ELG</u>	<p><u>PSED</u></p> <ul style="list-style-type: none">• Show sensitivity to their own and others' needs. <p><u>Understanding the world</u></p> <p><u>Past and Present</u></p> <ul style="list-style-type: none">• Talk about the lives of the people around them and their roles in society.• Understand the past through settings, characters and events encountered in books read in class and storytelling. <p><u>People and Communities</u></p> <ul style="list-style-type: none">• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
<u>Books linked to teaching</u>	My first bible Noah's Ark, My world, Your world



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SSC1 Robins

This academic year we have a very young cohort so we are going to be working on the EYFS R.E topics about different religious festivals.

We approach R.E a little differently than the mainstream EYFS. We will introduce artefacts to spark the children's interests. Our children will access whole class teaching on R.E topics and take part in art and craft and drama activities.

The main purpose of R.E lessons

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

Year One

	Autumn	Spring	Summer
Component Knowledge	<p>What do Christians believe?</p> <p>On completion of the unit pupils will know...</p> <ul style="list-style-type: none">• How to talk about some simple ideas about Christian beliefs about God and Jesus.• How to re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means• How to talk about issues of good and bad, right and wrong arising from the stories• How to ask some questions about believing in God and offer some ideas of their own	<p>What makes some places sacred?</p> <p>On completion of the unit pupils will know...</p> <ul style="list-style-type: none">• How to recognise that there are special places where people go to worship, and talk about what people do there.• How to identify at least three objects used in worship in two religions and be able to say what they mean and how they are used• How to talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe	<p>What does it mean to belong to a faith community?</p> <p>On completion of the unit pupils will know...</p> <ul style="list-style-type: none">• Talk about what is special and of value about belonging to a group that is important to them• How to recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers,• Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean• Identify two ways people show they belong to each other when they get married



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Year One

	Autumn	Spring	Summer
Topic Enquiry Question: Lesson Key Questions:	<u>TQ: What do Christians believe?</u> 1. KQ: What do Christians believe is important? 2. KQ: What do Christians believe about God? 3. KQ: What does the bible teach us about God? 4. KQ: Why is Jesus important to Christians? 5. KQ: What do the miracles of Jesus show us about what is important to Christians? 6. KQ: Why do Christians pray?	<u>TQ: What makes some places sacred?</u> 1. KQ: Where do I feel safe? 2. KQ: Which place of worship is sacred for Christians? 3. KQ: Which place of worship is sacred for Jewish people? 4. KQ: Which place of worship is sacred for Muslims? 5. KQ: How are places of worship similar and different? 6. KQ: Why are places of worship important to our community?	<u>TQ: What does it mean to belong to a faith community?</u> 1. KQ: Do we all belong to something? 2. KQ: How do Christians show they belong? 3. KQ: How do Muslims know that they belong? 4. KQ: How do Jewish people show they belong together as a community? 5. KQ: How do Christians and Muslims welcome a new baby? 6. KQ: How do people show they belong to one another?
SACRE	Believing	Expressing	Living
Cross curricular Links		PSHCE- Relationships	PSHCE- Year 1 Spring- Living in the wider world Year 3-Diversity Year 5- Diversity



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Revisit and review opportunities	EYFS- Autumn- Christmas EYS- Spring- Easter		EYFS- Summer- Wedding and Baptism		EYFS- Summer- Wedding and Baptism	
Curriculum Driver Links						
	Trip to local church Aspirational leader- Jesus Clear Communicators- speaking and listening respectfully. Forming own beliefs. Global citizens- respect and value diversity. Take action towards ensuring equality		Clear Communicators- speaking and listening respectfully. Forming own beliefs. Global citizens- respect and value diversity. Take action towards ensuring equality		Clear Communicators- speaking and listening respectfully. Forming own beliefs. Global citizens- respect and value diversity. Take action towards ensuring equality. Learning about different faith communities around the world.	
Vocabulary	God, Jesus, bible		Church: altar, lectern, font, crucifix, font Mosque: prayer mat, wudu, minbar, prayer beads Synagogue: ark, torah scroll, ner tahmid, kippah, tellin, hannukia		Symbol Christian Jewish Islam Ceremony Wedding	



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Year Two

	Autumn	Spring	Summer
Component Knowledge	<p>Who is a Muslim and what do they believe?</p> <p><i>On completion of the unit pupils will know...</i></p> <ul style="list-style-type: none"> How to talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr Muslims do not draw Allah or the Prophet, but use calligraphy to say what God is like How to Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah How to re-tell a story about the life of the Prophet Muhammad How to recognise some objects used by Muslims and suggest why they are important 	<p>What can we learn from sacred books?</p> <p><i>On completion of the unit pupils will know...</i></p> <ul style="list-style-type: none"> How to recognise that sacred texts contain stories which are special to many people and should be treated with respect. How to re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories How to ask and suggest answers to questions arising from stories Jesus told and from another religion How to talk about issues of good and bad, right and wrong arising from the stories. 	<p>How and why should we celebrate special times?</p> <p><i>On completion of the unit pupils will know...</i></p> <ul style="list-style-type: none"> How to identify a special time they celebrate and explain simply what celebration means How to identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion How to re-tell stories connected with Christmas/ Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers How to ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion How to give examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers







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Year Two

	Autumn	Spring	Summer
Topic Enquiry Question:	<u>TQ: Who is a Muslim and what do they believe?</u>	<u>TQ: What can we learn from sacred books?</u>	<u>TQ: How and why should we celebrate special times?</u>
Lesson Key Questions:	<ol style="list-style-type: none">1. KQ: What do we think about God?2. KQ: Who was the Prophet Muhammed, and why is he important to Muslims?3. KQ: What is a mosque and what happens at a mosque?4. KQ: How and why do Muslims pray at a mosque?5. KQ: What can we find out about mosques in Manchester?	<ol style="list-style-type: none">1. KQ: What stories are special to us?2. KQ: What did Jesus teach about God in a story?3. KQ: What did Jesus say about how to treat others?4. KQ: How are holy books treated?5. KQ: Which stories do Muslims tell about Muhammed?	<ol style="list-style-type: none">1. KQ: What do we celebrate and why?2. KQ: What happens at Easter and how does it make people feel?3. KQ: How do Christians celebrate Easter?4. KQ: Why do Jewish people tell the story of Passover each year?5. KQ: What do Muslims celebrate at Id-UI-Fitr/Ramadan?
SACRE	Believing Who is a Christian and what do they believe?	Believing	Expressing



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Cross curricular Links	PSHCE- Year 1 Spring- Living in the wider world Year 2- One World Year 3-Diversity Year 4- One World Year 5- Diversity Year 6- One World			
Revisit and review opportunities	Trip to a mosque EYFS- Summer-Eid Year 1- Spring- What makes some places sacred?		Year 1- Summer- What can we learn from sacred books?	EYFS- Autumn- Christmas EYFS- Spring- Easter EYFS- Summer- Eid
Curriculum Driver Links	 Aspirational Learners	 Adventurers & Explorers	 Healthy Advocates	 Clear Communicators
	Aspirational leader-Muhammed Clear Communicators- speaking and listening respectfully. Forming own beliefs. Global citizens- respect and value diversity. Take action towards ensuring equality		Clear Communicators- speaking and listening respectfully. Forming own beliefs. Global citizens- respect and value diversity. Take action towards ensuring equality	Clear Communicators- speaking and listening respectfully. Forming own beliefs. Global citizens- respect and value diversity. Take action towards ensuring equality Learn about faith celebration around the world.
Vocabulary	Muslim Allah Ramadan Eid-ul-Fitr Quran		Quran Bible	Eid-ul-Fitr Ramadan Wedding Birthday Baptism Easter



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Year Three

	Autumn	Spring	Summer
Component Knowledge	<p>What do different people believe about God?</p> <p>On completion of the unit pupils will know...</p> <ul style="list-style-type: none"> • How to describe some of the ways in which Christians Hindus and/or Muslims describe God • How to ask questions and suggest some of their own responses to ideas about God • How to suggest why having a faith or belief in something can be hard • How to identify how and say why it makes a difference in people's lives to believe in God 	<p>Why is the bible important to Christians today?</p> <p>On completion of the unit pupils will know...</p> <ul style="list-style-type: none"> • How to make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation • How to give examples of how and suggest reasons why Christians use the Bible today • How to describe some ways Christians say God is like, with examples from the Bible, using different forms of expression • How to discuss their own and others' ideas about why humans do bad things and how people try to put things right 	<p>Why do people pray?</p> <p>On completion of the unit pupils will know...</p> <ul style="list-style-type: none"> • How to describe the practice of prayer in the religions studied • How to make connections between what people believe about prayer and what they do when they pray • How to describe ways in which prayer can comfort and challenge believers • How to describe and comment on similarities and differences between how Christians, Muslims and Hindus pray • How to consider and evaluate the significance of prayer in the lives of people today








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Year Three

	Autumn	Spring	Summer
Topic Enquiry Question: Lesson Key Questions:	<u>TQ: What do different people believe about God?</u> 1. KQ: What do I think about believing in God? 2. KQ: What do Christians believe about God? 3. KQ: What do Muslims believe about Allah? 4. KQ: How do Hindus show what they believe about gods and goddesses? 5. KQ: What difference does it make if you believe there is no God?	<u>TQ: Why is the bible important to Christians today?</u> 1. KQ: How do people decide what matters most and what is the best way to live? 2. KQ: How is the bible put together? 3. KQ: Why is the bible so popular? 4. KQ: What does the bible teach Christians about God, life, the universe and everything? 5. KQ: How can the bible help people if they are tempted to do wrong things? 6. KQ: Can bible stories help people today?	<u>TQ: Why do people pray?</u> 1. KQ: What is prayer? Is it helpful? 2. KQ: What happens in Muslim prayer? 3. KQ: How and why do Christians like to pray? 4. KQ: How and why do Hindus pray at home and in the Mandir? 5. KQ: What is similar and different in the words of 3 prayers? (Christian, Muslim, Hindu?) 6. KQ: Why do some people pray every day and others not at all?
SACRE	Believing Who is a Christian/Muslim and what do they believe?	Believing What can we learn from sacred books?	Expressing What makes some places sacred?
Cross curricular Links	PSHCE- Year 1 Spring- Living in the wider world		



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	Year 2- One World Year 3-Diversity Year 4- One World Year 5- Diversity Year 6- One World History- Year 3- How did the Roman’s change Britain. The introduction of Christianity. Year 4- Was the Saxon invasion a good thing? Year 5- So you think you Egypt? Year6- Who are the Maya and why do we study them?				
Revisit and review opportunities	Year 1- Autumn- Who is a Christian and what do they believe? Year 2-Autumn- Who is a Muslim and what do they believe?		Year 2- Spring- What can we learn from sacred books? Year 1- Autumn- Who is a Christian and what do they believe? Year 2-Autumn- Who is a Muslim and what do they believe?		
Curriculum Driver Links	<div>Aspirational Learners</div> 	<div>Adventurers & Explorers</div> 	<div>Healthy Advocates</div> 	<div>Clear Communicators</div> 	<div>Global Citizens</div> 
	Clear Communicators- speaking and listening respectfully. Forming own beliefs. Global citizens- respect and value diversity. Take action towards ensuring equality.		Clear Communicators- speaking and listening respectfully. Forming own beliefs. Global citizens- respect and value diversity. Take action towards ensuring equality		Clear Communicators- speaking and listening respectfully. Forming own beliefs. Global citizens- respect and value diversity. Take action towards ensuring equality. Look at prayer around the world



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Vocabulary	Religion Faith Belief God Allah Muslim Muhammed	Bible Christian Genesis	Prayer Prayer mat Christian Hindu Muslim
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Year Four

	Autumn	Spring	Summer
Component Knowledge	<p>Why is Jesus inspiring to some people?</p> <p>On completion of the unit pupils will know...</p> <ul style="list-style-type: none"> How to make connections between some of Jesus' teachings and the way Christians live today How to describe how Christians celebrate Holy Week and Easter Sunday How to identify the most important parts of Easter for Christians and say why they are important How to ask questions raised by the stories and life of Jesus and followers today, and give examples of how Christians are inspired by Jesus How to give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and 	<p>Why do some people think that life is a journey?</p> <p>On completion of the unit pupils will know...</p> <ul style="list-style-type: none"> How to suggest why some people see life as a journey and identify some of the key milestones on this journey How to describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean How to suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people How to link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief 	<p>What does it mean to be a Hindu in Britain today?</p> <p>On completion of the unit pupils will know...</p> <ul style="list-style-type: none"> How to describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life How to describe some ways in which Hindus express their faith through puja, aarti and bhajans How to discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others How to discuss and present ideas about what it means to be a Hindu in Britain today, making links with their own experiences



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	illustrate them with events from Holy Week and Easter <ul style="list-style-type: none"> How to present their own ideas about the most important attitudes and values to have today, making links with Christian values 		
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Year Four

	Autumn	Spring	Summer
Topic Enquiry Question:	<u>TQ: Why is Jesus inspiring to some people?</u>	<u>TQ: Why do some people think that life is a journey?</u>	<u>TQ: What does it mean to be a Hindu in Britain today?</u>
Lesson Key Questions:	<ol style="list-style-type: none"> KQ: What does the word inspiring mean? Who is inspiring? KQ: What do we know about Jesus's life story? Is his life inspiring for some people? KQ: Why is Jesus so important to Christians? KQ: Why is the day Jesus died called Good Friday and the following Sunday his Resurrection day? KQ: Is Jesus still important today? KQ: Who is inspiring for me? 	<ol style="list-style-type: none"> KQ: What does a journey mean to us? KQ: What is the significance of Baptism to Christians? KQ: How do Jewish people mark becoming an adult? KQ: What ceremonies do Hindus mark in the journey of life? KQ: Why do people choose to get married? KQ: Can we compare the journey of Christians, Muslims and Hindus? 	<ol style="list-style-type: none"> KQ: How do Hindus show their faith? KQ: A Hindu life: What is important? KQ: Why is Mahatma Ghandi a Hindu hero? Q: What is it like to be a Hindu in Britain today?



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SACRE	Believing Christianity What does it mean to be a Christian today?	Expressing How and why do we celebrate special and sacred times?	Living What does it mean to be a Christian/Muslim today? What does it mean to belong to a faith community?		
Cross curricular Links		PSHCE- Year 1 Spring- Living in the wider world Year 2- One World Year 3-Diversity Year 4- One World Year 5- Diversity Year 6- One World	PSHCE- Year 1 Spring- Living in the wider world Year 2- One World Year 3-Diversity Year4- One World Year 5- Diversity Year 6- One World		
Revisit and review opportunities	EYFS- Spring- Easter Year 1- Autumn- Who is a Christian and what do they believe?	EYFS- Summer- Weddings Year 2- Summer- How and why should we celebrate special times?	EYFS- Autumn- Diwali Year 4- Spring- Why do some people think that life is like a journey?		
Curriculum Driver Links	<div><div>Aspirational Learners</div><div></div></div>	<div><div>Adventurers & Explorers</div><div></div></div>	<div><div>Healthy Advocates</div><div></div></div>	<div><div>Clear Communicators</div><div></div></div>	<div><div>Global Citizens</div><div></div></div>
	Aspirational Learner- Mahatma Ghandi (Summer Clear Communicators- speaking and listening respectfully. Forming own beliefs. Global citizens- respect and value diversity. Take action towards ensuring equality	Clear Communicators - speaking and listening respectfully. Forming own beliefs. Global citizens- respect and value diversity. Take action towards ensuring equality	Clear Communicators- speaking and listening respectfully. Forming own beliefs. Global citizens- respect and value diversity. Take action towards ensuring equality		



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Vocabulary	Christian Jesus Inspired	Hindu Muslim Christian Community Journey Baptism Wedding	Karma Dhama Mahatma Ghandi Punusharthas (4 aims of life) The Bhagavad Gita (sacred text)
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Year Five

	Autumn	Spring	Summer
Component Knowledge	<p>Why do some people believe God exists?</p> <p>On completion of the unit pupils will know...</p> <ul style="list-style-type: none"> How many people in the world and in your local area believe in God – using global statistics and the 2011 UK census How to outline clearly a Christian understanding of what God is like, using examples and evidence How to give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging How to express thoughtful ideas about the impact of believing or not believing in God on someone's life 	<p>What matters most to Christians and Humanists?</p> <p>On completion of the unit pupils will know...</p> <ul style="list-style-type: none"> How to describe what Christians mean about humans being made in the image of God and being 'fallen' giving examples How to describe some Christian and Humanist values simply How to express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied How to suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view 	<p>What does it mean to be a Muslim in Britain today?</p> <p>On completion of the unit pupils will know...</p> <ul style="list-style-type: none"> How to make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad How to describe and reflect on the significance of the Holy Qur'an to Muslims How to describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils How to make connections between the key functions of the mosque and the beliefs of Muslims








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	<ul style="list-style-type: none"> How to present different views on why people believe in God or not, including their own ideas 		
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	Autumn	Spring	Summer
Topic Enquiry Question: Lesson Key Questions:	<u>TQ: Why do some people believe God exists?</u> 1. KQ: How many people believe in God? 2. KQ: Is God real? What do Christians think? 3. KQ: Why do people believe or not believe in God? 4. KQ: What do Christians believe about how the world began? 5. KQ: Is God real?	<u>TQ: What matters most to Christians and Humanists?</u> 1. KQ: Do rules matter? 2. KQ: Who is a Humanist? 3. KQ: What can we learn from discussion and drama about good and bad and right and wrong? 4. KQ: What codes for living do Christians try and follow? 5. KQ: Peace: is it more valuable than money? 6. KQ: Can we create a code for living that could help the world?	<u>TQ: What does it mean to be a Muslim in Britain today?</u> 1. KQ: What helps you through the journey of life? 2. KQ: What helps Muslims through the journey of life? 3. KQ: What is the key belief of Muslims? How does it affect their life? 4. KQ: Why does prayer matter to Muslims? 5. KQ: Why is charity important to Muslims? 6. KQ: Why do Muslims fast?
SACRE	Believing Who is a Christian/Muslim and what do they believe?	Living	Living Who is a Christian/Muslim/Hindu and what do they believe?
Cross curricular Links	PSHCE- Year 1 Spring- Living in the wider world Year 2- One World Year 3-Diversity Year4- One World Year 5- Diversity Year 6- One World Science- Year 5- Space History- Year 3- How did the Roman's change Britain. The introduction of Christianity. Year 4- Was the Saxon invasion a good thing? Year 5- So you think you Egypt?	PSHCE- Year 1 Spring- Living in the wider world Year 2- One World Year 3-Diversity Year 4- One World Year 5- Diversity Year 6- One World	PSHCE- Year 1 Spring- Living in the wider world Year 2- One World Year 3-Diversity Year 4- One World Year 5- Diversity Year 6- One World



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	Year 6- Who are the Maya and why do we study them?			
Revisit and review opportunities	Year 3 Autumn- What do different people believe about God?		Year 1- Autumn- Who is a Christian and what do they believe?	Year 2- Autumn- Who is a Muslim and what do they believe? Muslim speaker comes into school and answers questions.
Curriculum Driver Links				
		Clear Communicators- speaking and listening respectfully. Forming own beliefs. Global citizens- respect and value diversity. Take action towards ensuring equality		Clear communicators- drama and discussion about good and bad Global citizens (Autumn) – look at how many people who believe in the main religions around the world. How many are non-religious. Compare with Manchester.
Vocabulary	Christian, non- religious, Humanist, Atheist		Christian, Humanist, Value, Morals	Quran Five Pillars of Islam Muhammed Ummah (Muslim Community) Mosque Hadith



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Year Six-

	Autumn	Spring	Summer
Component Knowledge	<p>What do religions say to us when life gets hard?</p> <p>On completion of the unit pupils will know...</p> <ul style="list-style-type: none"> • How to express ideas about how and why religion can help believers when times are hard, giving examples • How to outline Christian, Hindu and/or non-religious beliefs about life after death • How to explain some similarities and differences between beliefs about life after death • How to explain some reasons why Christians and Humanists have different ideas about an afterlife 	<p>What do Jewish people believe?</p> <p>On completion of the unit pupils will know.....</p> <ul style="list-style-type: none"> • How to identify key aspects of worship in Judaism • How to discuss the similarities and differences between Jewish worship and other forms of worship. • How to explain the meaning of some Jewish prayers. • How to discuss and explain some Jewish rituals. 	<p>Is it better to express your religion through charity or the arts?</p> <p>On completion of the unit pupils will know...</p> <ul style="list-style-type: none"> • How to describe and make connections between examples of religious creativity (buildings and art) • How to show understanding of the value of sacred buildings and art • How to suggest reasons why some believers see generosity and charity as more important than buildings and art • How to outline how and why some Humanists criticise spending on religious buildings or art



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Year Six-

	Autumn	Spring	Summer
Topic Enquiry Question:	<u>TQ: What do religions say to us when life gets hard?</u>	<u>TQ: What do Jewish people believe?</u>	<u>TQ: Is it better to express your religion through the arts and architecture or charity and generosity?</u>
Lesson Key Questions:	<ol style="list-style-type: none">1. KQ: What questions have you got about what happens when you die?2. KQ: What do some people think carries on after we die? What is our soul?3. KQ: Do some people believe we come back to life as a different thing?4. KQ: Do you get to heaven if you do things wrong?5. KQ: What do Christians think happens after we die?6. KQ: What do people who don't believe in God believe happens after we die?	<ol style="list-style-type: none">1.KQ: What does worship mean to Jewish people?2.KQ: Why is prayer significant to Jewish people?3.KQ: What are Jewish rituals and what do they mean?4.KQ: How does belonging to a faith community affect your actions?5.KQ: How is faith expressed through worship?	<ol style="list-style-type: none">1. KQ: What makes a place sacred?2. KQ: How do mosque buildings express Islamic beliefs?3. KQ: Can a Christian building be for the "glory of God"?4. KQ: How and why do Muslim charities try and change the world?5. KQ: How and why does Christian aid try and change the world?6. KQ: What matters most to Christians and Muslims art and architecture or charity and generosity?



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SACRE	Believing Christianity, Islam, Hinduism, Humanism	Believing Judaism	Expressing		
Cross curricular Links	History- Year 5- So you think you Egypt? Year 6- Who are the Maya and why do we study them?	History- Year 6- World War 2 PSHCE- Year 1 Spring- Living in the wider world Year 2- One World Year 3-Diversity Year 4- One World Year 5- Diversity Year 6- One World	PSHCE- Lower KS2- Living in the wider world		
Revisit and review opportunities	Year 5 –Spring- What matters most to Christians and Humanists?	Trip to a synagogue or have a virtual tour of a synagogue	Year 2 Summer- How and why do we celebrate special times?		
Curriculum Driver Links	<div><div>Aspirational Learners</div><div></div></div>	<div><div>Adventurers & Explorers</div><div></div></div>	<div><div>Healthy Advocates</div><div></div></div>	<div><div>Clear Communicators</div><div></div></div>	<div><div>Global Citizens</div><div></div></div>
	Clear Communicators- speaking and listening respectfully. Forming own beliefs.	Clear Communicators- speaking and listening respectfully. Forming own beliefs.	Global citizens- look at images of religious buildings and art across the world Look at the impact of religious based charities across the world		



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	Global citizens- respect and value diversity. Take action towards ensuring equality.	Global citizens- respect and value diversity. Take action towards ensuring equality	
Vocabulary	Salvation, heaven, re-incarnation, karma	Ten commandments, Sabbath, Pilgrimage, Synagogue, Rabbi, Ark, Torah, Hebrew, Hannukah menorah, Fast, Barmitzvah, Batmitzvah, Yad, Star of David	Charity, poverty, generosity, scripture, justice, architecture, sacred, mosque, church