

## Long Term Plan RE 2021-22

|  | Autumn 1  | Autumn 2   | Spring 1  | Spring 2  | Summer 1  | Summer 2 |
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| <b>Year One Skills</b>                 | Literacy skills, simple discussion, sharing and expressing their own ideas.   | Practice the skills of suggesting a meaning in an artefact, symbol or religious practice   | Literacy skills including the ability to engage with stories, remember characters, infer meaning and enjoy retelling the stories.   | Practice the skill of suggesting a meaning in an artefact, symbol or religious practice.  | Use and develop their observation and thinking skills applied to Holy buildings.<br>Use and develop their observation and thinking skills applied to Holy buildings   |          |
| <b>Year One vocab and key concepts</b> | Religion, Christian, Jewish, Humanist, synagogue, church, symbol, God   | Celebration, festival, religion, Christian, Jewish, Christmas, Hanukkah, synagogue, church, Jesus  | Religion, Christian, Church, Bible, symbol, thankful, faith, belief, God  | Celebration, festival, religion, Christian, Jewish, Christmas, , synagogue, church, Jesus, Easter   | Religion, Christian, Jewish, Synagogue, Church, Bible, symbol, ark, Torah, bimah, altar, font, worship. Holiness, sacred God  |          |
| <b>Year One Knowledge</b>              | <p><b>Theme: Myself and Caring for Others Unit 1.2</b></p> <p><b>Enquiry question</b><br/>How do we show we care for others?<br/>Why does it matter?</p> <p>Religions<br/>Christian and Jewish people</p> <p><b>To learn about their uniqueness as a person in a family and community. Provide examples of caring for others and explore characteristics such as goodness, kindness, generosity, sharing.</b></p> <p><b>To hear and consider religious stories and teachings eg Jesus's story of the Lost Sheep , the Jewish Psalm 23 and infer ideas about care from these texts</b></p> | <p><b>Theme: Celebrations and Festivals Unit 1.1</b></p> <p><b>Enquiry question</b><br/>Who celebrates and why?</p> <p>Religions:<br/>Christian and Jewish people</p> <p><b>To learn about annual or weekly celebrations for Christians and Jewish people, including Christmas. To learn about the songs, worship, celebrations, stories artefacts and food. Introduce festivals from other faiths – eg Diwali and Eid al Fitr</b></p> <p>Progression Grid<br/>Activities-<br/>Christmas</p> | <p><b>Theme: Beliefs and Teachings Unit 1.3</b></p> <p><b>Enquiry Question</b><br/>Stories of Jesus: What can we learn from them? How do religious stories make a difference to people's lives?</p> <p><b>To learn about some stories of Jesus</b><br/>e.g. calming of the storm, feeding the 5000, Jesus walks on water, healing the ten Lepers.</p> <p><b>To learn about stories that Jesus told:</b><br/>The lost coin, the lost son</p> | <p><b>Theme: Beliefs and Teachings Unit 1.3</b></p> <p><b>Enquiry Question</b><br/>Stories of Jesus: What can we learn from them? How do religious stories make a difference to people's lives?<br/>Unit 1.3</p> <p><b>To retell stories about Jesus</b> such as the healing of a blind person and part of the Easter stories.</p> <p><b>To learn about annual celebrations for Christians and Jewish people including Easter and Shabbat.</b></p> <p>Progression Grid<br/>Activities- Easter<br/>The Easter story Y1 progression</p> | <p><b>Theme: Symbols in religious worship and practice Unit 1.4</b></p> <p><b>Enquiry Question</b><br/>In what ways are churches/synagogues important to believers?</p> <p><b>To learn from visiting and studying churches and synagogues about the use of a place of worship. They will know about worship at a church and a synagogue, including the symbols, artefacts, music, holy books and other things that happen there.</b></p> <p><b>To learn about weddings in Jewish and Christian holy buildings.</b></p> <p>:</p> |          |

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| <b>Year Two Skills</b>                 | Thinking and discussion skills. Information gathering skills.  | Use and develop skills of discussion, observation, information gathering and remembering. Use factual knowledge to suggest meanings in Jewish practice.  | Use and develop skills of discussion, observation, information gathering and remembering. Use factual knowledge to suggest what it means to belong in a variety of ways.  | Use and develop skills of discussion, observation, information gathering and remembering. Use factual knowledge to suggest what makes ancient stories valuable to some people today.  |   |
| <b>Year Two Key concepts and vocab</b> | Religion, Christian, Jewish, Torah, Bible, wise sayings, rules for living, co-operation  | Religion, Jewish, Judaism, Synagogue, symbol, ark, Torah, bimah, Shabbat, creation story, worship, holiness, sacred  | Religion, Christian, church, symbol, Bible, Golden Rule (do to others as you would like them to do to you) Belonging, worship, holiness, sacred   | Religion, Christian, Jewish, Humanist, synagogue, church, symbol, Torah, Bible, courage, persistence, forgiving, Humanist, God, Creator   |   |
| <b>Year Two Knowledge</b>              | <p><b>Theme: Leaders Unit 2.1</b></p> <p>Religions: Christians and Jewish people</p> <p><b>Enquiry Question</b><br/>What makes some people inspiring to others?<br/>Moses and Saint Peter</p> <p><b>To learn some stories of Moses, including the Ten commandments.</b><br/><b>To learn some stories about Jesus and St Peter</b><br/><b>To consider what makes a leader.</b></p> <p>Celebrations in different faiths with the theme of light.<br/>Hindu Faith- Diwali – follow progression<br/>Jewish Faith- Hanukkah<br/>Christmas-Advent Wreath</p> <p>Progression Grid Activities- Christmas</p> | <p><b>Theme: Believing Unit 2.2</b></p> <p><b>Enquiry Question:</b><br/>What do Jewish people believe about God, creation, humanity and the natural word?</p> <p><b>To learn some Jewish people's ideas about God and the story of creation.</b><br/><b>To find out about the importance of Shabbat.</b><br/><b>To learn about some ways a Rabbi teaches the community about God</b></p> | <p><b>Theme: Belonging Unit 2.3</b></p> <p><b>Enquiry Question:</b><br/>What does it mean to belong?</p> <p><b>To learn about belonging in a family, to a school and in the community. They will gain knowledge about ways of belonging in Christianity – eg Baptisms.</b></p> <p>Progression Grid Activities- Easter</p> | <p><b>Theme: Story Jewish and Christian Stories Unit 2.4</b></p> <p><b>Enquiry Question</b><br/>How and why are some stories important in religions?</p> <p><b>To learn Jewish and Christian stories about, for example, Noah, Abraham and Sarah, Jacob, Joseph, King David, Queen Esther, Jonah, Daniel.</b></p> | <p><b>Theme: Story Jewish and Christian Stories Unit 2.4</b></p> <p><b>Enquiry Question</b><br/>What can we learn from these stories and from the Torah and the Bible?</p> <p><b>To gain knowledge about the Jewish Bible and the importance of the Torah</b></p> |

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| <b>Year Three Skills</b>                 | Practice the skills of seeing meaning in rituals, suggesting what actions, symbols and ideas mean, explaining meaning to each other.  | Explore, discuss and apply concepts in their learning: Christian beliefs about creation, God, community and commitment to god and humanity. Pupils will learn about values, including love, generosity, patience, faithfulness and self-control   | Observe, notice, name, describe and remember aspects of worship in different religious buildings   |  | Practice the skills of inferring beliefs and ideas about values from stories and practice writing biographically about inspirational figures  |
| <b>Year Three Key concepts and vocab</b> | Religion, Muslim, Islam, mosque, Qur'an, Prophet, Christian, spiritual, ritual, liturgy, prayer, mosque, church, commitment, values   | Religion, Christian, spiritual, Christmas, Easter, Pentecost, Harvest Festival, commitment, values  | Religion, Hindu, Muslim Islam, Christian, worship, church, mosque, mandir, Trinity, Allah, gods and goddesses, spiritual, ritual, liturgy, prayer, sacred commitment, values   |  | Religion, Muslim, Jewish, Christian, spiritual, Prophet, Exodus, Law-giver, Messiah, Allah, Qur'an, New Testament, Gospel, inspiration, role-model, commitment, values  |
| <b>Year Three Knowledge</b>              | <b>Theme: Religion, family, and community:prayer Unit 3.2</b><br><br><b>Enquiry Question</b><br>How do religious families and communities practice their faith?<br>The example of prayer<br><br>Religions: Christians and Muslims | <b>Theme: Beliefs and questions Unit 3.1</b><br><br><b>Enquiry Question</b><br>What difference does it make to be a Christian?<br>How do Christian people's beliefs about God, Jesus, the world and others have impact on their lives?<br><br><b>To learn about Bible stories that lie behind the celebration of Christmas and Harvest, To find out about contemporary practices in relation to festivities, To learn about key Christian ideas eg incarnation, trinity and the Holy Spirit</b><br><br><b>To learn about the 'fruit of the Spirit (Galations 5:22)</b><br><br><b>Christmas/Diwali use skills ladder</b> | <b>Theme: Worship and sacred places Unit 3.3</b><br><br><b>Enquiry Question</b><br>Where, how and why do people worship?<br><br><b>To learn about Churches, Mosques, Mandirs and the ways these buildings express key ideas about belief and worship. To learn 4 key terms in relation to each building.</b><br><br>Gurdwara, Mosque, Church, Synagogue<br><br>Hucknall church visit | <b>Theme: Worship and sacred places Unit 3.3</b><br><br><b>Enquiry Question</b><br>Where, how and why do people worship?<br><br><b>To learn to identify similarities between the places of worship.</b><br><br><b>To connect features of the buildings to religious beliefs, teachings, practices and ways of living.</b><br><br>Plus Easter skills ladder | <b>Theme: Inspirational people from the past Unit 3.4</b><br><br><b>Enquiry Question</b><br>What can we learn from inspiring people in sacred texts and in the history of religions?<br><br>Religious leaders: Moses, Jesus and Muhammed<br><br><b>To learn about at least two examples of inspirational people from the Jewish and Christian Bible such as Abraham, Jacob, Joseph, Moses, David, Esther, Ruth ( some of these are also prophets in Islam)</b><br><br><b>To learn about examples of stories and teaching from the Christian Gospels on the life, teaching and example of Jesus.</b><br><br><b>To learn about examples of Islamic stories of the life of the Prophet Muhammad and his companions from Islamic history.</b> |

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| <b>Year Four Skills</b>                 | Discussion, gathering information from video, story, visual resources and where possible interviews or visits, inferring and suggesting meanings to religious practices.   | Listening, discussion and self-expression skills, including musical appreciation are central to this unit of work   |   | Use and develop skills of expressing understanding and handling varied perspectives. Recognise different reasonable ideas  | Use and develop skills of expressing understanding and handling varied perspectives on pilgrimage. Describe varied religious practice and its meanings  |
| <b>Year Four Key concepts and vocab</b> | Religion, Hindu, murtis, gods and goddesses, karma, dharma, spiritual, festivals, ritual, symbol ( including the Aum symbol) community, commitment, values   | Religion, Christian, spiritual. Worship, devotion, belief, self-expression  |   | Religion, Muslim, Hindu, Christian, Humanist, beliefs, life after death, destiny, worship, ritual, soul, spiritual, commitment, values, heaven, paradise   | Religion, Muslim, Hindu, Christian, spiritual, pilgrim, pilgrimage, ritual, symbol, community, commitment, values   |
| <b>Year Four Knowledge</b>              | <p><b>Theme: Religion, family and community worship, celebration, ways of living Unit 4.4</b></p> <p><b>Enquiry question</b><br/>How do Hindu families practise their faith? What are the deeper meanings of some Hindu festivals?</p> <p>Religion: Hinduism</p> <p>To gain knowledge about Hindu worship and celebration, including details information about stories of Rama and Sita, celebrations of Divali and at least one other Hindu festival in both India and in the UK</p> <p>To explore Hindu ideas about gods and goddesses, worship in the home and Mandir, beliefs and values expressed in stories festivities and worship and learning</p> | <p><b>Theme: Spiritual Expression Unit 4.3</b></p> <p><b>Enquiry Question</b><br/>Christianity, music and worship: what can we learn?</p> <p>Religion: Christianity and also the idea of being 'spiritual but non-religious</p> <p><b>To gain knowledge about examples of music from Christianity including Carols, a famous hymn, the Hallelujah chorus, contemporary worship music and Christian songs for children.</b><br/>Progression Grid<br/>Activities-<br/>Christmas</p> | <p><b>Theme: Spiritual Expression Unit 4.3</b></p> <p><b>Enquiry Question</b><br/>Christianity, music and worship: what can we learn?</p> <p>History &amp; RE<br/>Romanisation of Britain – Early Christianity and beliefs.</p> | <p><b>Theme: The journey of life and death Unit 4.1</b></p> <p><b>Enquiry Question</b><br/>Why do some people think life is like a journey? Where do we go? What do different people think about life after death?</p> <p>Religions: Christianity, Hinduism, Islam<br/>Non-religious world views</p> <p><b>To learn key ways in which Christians, Hindus and Muslims see life as a journey. To gather and use information about the key moments marked by rituals for welcoming a baby, becoming an adult, celebrating a marriage and funeral rituals.</b><br/><b>To learn about a range of ideas about different concepts of an afterlife such as Muslim paradise, Christian heaven and</b></p> | <p><b>Theme: Symbols and religious expression. Unit 4.2</b></p> <p><b>Enquiry question</b><br/>How do people express their religious and spiritual ideas on pilgrimages?</p> <p>Religions: Islam, Hinduism, Christianity, non-religious worldviews</p> <p><b>To learn about pilgrimages and religious journeys to, for example, Makkah (Muslim), Varansi ( Hindu) and Lourdes, Iona or the Holy Land.</b></p> <p><b>To learn details about and reasons for ritual and practice on pilgrimages.</b></p> <p><b>To learn to reflect about how the journey of a person who is spiritual but not religious might be like a religious pilgrimage.</b></p> <p><b>To learn about local places of pilgrimage ( such as Beth Shalom or Southwell Minster) and to reflect upon what kind of pilgrimages these represent.</b></p> |

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|   | from Hindu community life.   |   |   | <b>Hindu reincarnation and Moksha</b><br><b>To learn about non-religious views</b><br><br>Progression Grid Activities- Easter   |   |
| <b>Year Five Skills</b>                 | Applying the idea of inspiration, considering and weighing up factors in thinking about inspiration and leadership   | Use information to address questions, in discussion and writing, developing and using their ability to make sense of key concepts, Consider how to express respectful attitudes to people different from themselves   | Use information to address questions, in discussion and writing, developing and using their ability to make sense of key concepts.  | Use information to address questions, in discussion and writing, developing and using their ability to make sense of key concepts. Consider how religious charities and architecture might be connected, thinking about dilemmas for themselves and via discussion.   |   |
| <b>Year Five Key concepts and vocab</b> | Religion, Muslim, Hindu, Christian, prophet, mahatma, holiness, spiritual, inspiration, vision, symbol, community, commitment, values  | Muslim key words will include 5 pillars, Prophet, Allah, Iman (faith), akhlaq (character or moral conduct)<br>Hindu key words will include murtis, Brahman, gods and goddesses, ahimsa<br>Non-religious key words – atheist , agnostic  | Religion, Christian, spiritual, festival, incarnation, resurrection, Christmas, Easter, Pentecost, Eucharist, Gospel, trinity, Holy Spirit, community, commitment   | Religion, Muslim, Hindu, Christian, Humanist, spiritual, Golden Rule, charity, karma, dharma, Ummah, place of worship, devotion, community, commitment, values, compassion  |   |
| <b>Year Five Knowledge</b>              | <p><b>Theme: Inspirational people in today's world. Unit 5.1</b></p> <p><b>Enquiry question</b><br/>What can we learn from great leaders and inspiring examples in today's world?<br/>Inspirational Leaders – e.g. Ghandi, Mother Theresa, Martin Luther King, Dalai Lama</p> <p>Religions: Islam, Hinduism, Christianity and a non-religious example</p> <p><b>To describe and respond thoughtfully to the lives of some inspirational spiritual people and leaders from the modern world.</b></p> <p>Progression Grid Activities- Christmas Around the World</p> | <p><b>Theme: Beliefs and questions. Unit 5.3</b></p> <p><b>Enquiry question</b><br/>How do people's beliefs about God, the world and others have impact on their lives?</p> <p><b>To learn about different ideas and forms of expression in relation to belief about God in Muslim and Hindu life. To reflect on their own responses to Hindu and Muslim texts and expression in creative arts and architecture</b></p> | <p><b>Theme: Religion and the individual: what matters to Christians? Unit 5.2</b></p> <p><b>Enquiry question</b><br/>What is expected of a person in following a religion or belief?</p> <p><b>To understand the deeper meanings of celebrations.</b></p> <p><b>To learn about the ways Christians use some examples of Bible texts to guide them in facing life's challenges; the role of the Christian</b></p> | <p><b>Theme: Beliefs in action in the world Unit 5.4</b></p> <p><b>Enquiry question</b><br/>How are religious and spiritual thoughts and beliefs expressed in charity and generosity?</p> <p>Religious Charities</p> <p>Fairness and Justice</p> <p><b>To learn about different charities which apply the 'golden rule' ( treat others as you would like to be treated, love your neighbour as you love yourself) from a range of</b></p> | <p><b>Theme: Beliefs in action in the world Unit 5.4</b></p> <p><b>Enquiry question</b><br/>How are religious and spiritual thoughts and beliefs expressed in arts and architecture?</p> <p>Religious Art and Architecture</p> <p><b>To learn about some great examples of religious architecture from across the world and some local examples, including for instance Southwell Minster, local churches and chapels, a local Synagogue, Mandir and Mosque</b></p> |

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|  |  |  | <b>community in helping people to live a good life and to reflect on Christian's uses of ideas such as Trinity, forgiveness or inspiration.</b><br><br>Christian Faith<br>Humanism<br><br>Progression Grid<br>Activities- Easter   | <b>religions and worldviews to some global problems</b>   |   |
| <b>Year Six Skills</b>                 | Develop the ability to respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different religions.  | Think reasonably about questions of community, harmony and inter faith work.   |  | Learn to gather, weigh up and use information through simple research.<br>Practice the skills of discussion, reasoning and argument in relation to questions about global issues.   | Learn to reflect on big questions about human values and behaviour. Discuss , think and create responses to the work for themselves |
| <b>Year Six Key concepts and vocab</b> | Religion, moral codes, Ten Commandments, Letters of Saint Paul, Trinity, incarnation, Holy Spirit, Buddhist Precepts, sources of wisdom, Torah, Bible, Qur'an, Hadith, Humanist, rationalist   | Religion, inter-faith, harmony, tolerance, respect, moral values. Religious plurality  |  | Religion, atheist, agnostic, charity, ahimsa, ummah, agape, justice, faith  | Religion, harmony, respect, persecution, prejudice, Beth Shalom, remembrance, bystander, upstander                                  |
| <b>Year Six Knowledge</b>              | <b>Theme: Teachings, wisdom and authority Unit 6.1</b><br><br><b>Enquiry question</b><br>What can we learn by reflecting on words of wisdom from religions and worldviews?<br>What do sacred texts and other sources say about God,the world and human life?<br><br><b>To understand two carefully selected texts from the scriptures of each of the religions selected for study.</b><br><b>To learn about two contemporary examples of members of each of the faith communities who are seeking to live out these texts and their values.</b><br><br>Sources of Wisdom – The Torah, The Bible.<br>Expressing thoughtful ideas about what is right and wrong.<br>Consider Moral Codes<br>Ten Commandments – Jewish Faith<br>Five Precepts- Buddhist Faith | <b>Theme: Religion, worldviews, family and community. Unit 6.2</b><br><br><b>Enquiry question</b><br>What contributions do religions make to local life in Nottingham City and Nottinghamshire?<br>How can we make Nottingham City and Nottinghamshire a county of tolerance and respect?<br><br><b>To learn about the statistics of world religions in the local area, the county, region, nation and world.</b><br><br><b>To learn about at least two examples of inter faith cooperation.</b><br><br>Similarities and differences between different communities.<br>Belonging.<br><br>Progression Grid Activities- Easter | <b>Theme: Beliefs in action in the world Unit 6.3</b><br><br><b>Enquiry question</b><br>How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?<br><br><b>To learn about spiritual concepts of justice, fairness, compassion and responsibility.</b><br><br><b>To learn about at least two examples of major faith based global aid and development charities</b> | <b>Theme: Beliefs in action in the world Unit 6.4</b><br><br><b>Enquiry question</b><br>What was the Kindertransport? Who resisted and rescued? How can we be Upstanders today?<br><br><b>To learn about pre-war Jewish life and the impact of persecution and discrimination on Jewish people living in Germany in the 1930s.</b><br><br><b>To learn about the Kindertransport and the importance of providing refuge to people who are persecuted for who they are.</b><br><br><b>To learn about the work of the National Holocaust Centre and Museum as a place of remembrance in the UK</b> |   |

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|  | Progression Grid Activities- Christmas |  | ( eg Islamic Relief, Christian Aid. Save the Children – non religious identity |  |
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