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1 yR/1 Year A 2020/20 21	What do my senses tell me about the world of religion? (Christianity, Judaism)	<p>Creation Who made the world? (KS1) <i>(understanding Christianity 1.2)* 2020 only maybe- Diocese planning which includes Hindu (multi-faith)</i> -----</p> <p>-----</p> <p>Mini unit: Why does Christmas matter to Christians? (Advent / incarnation)</p>	<p>Christianity</p> <p>Why is the word God so important to Christians? <i>(Understanding Christianity EYFS)</i></p>	<p>Unit: Salvation Why is the cross an important symbol to Christians? (EYFS F3 understanding Christianity) – links Easter Garden</p> <p><i>Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview</i> <i>Recognise some of the symbols, artefacts and practices used by people of different religions and beliefs in the local area</i></p> <p> Year 1 and 2 what does the cross mean</p>	<p>Judaism How and why do Jews celebrate Shabbat? / (diocesan unit)</p> <p> Judaism_Unit_2_Shabbat.pdf</p> <p>What do Jews remember on Shabbat? (ECRE)</p> <p> Year 1 and 2 What do Jews remember or</p>	<p>P1 - How do Christians worship (UK) (ECRE Unit)</p> <p><i>Recognise that people have different beliefs and that some people follow religions and others non-religious worldviews</i> <i>Recognise some of the symbols, artefacts and practices used by people of different religions and beliefs in the local area</i> <i>Recognise that beliefs can have an impact on a believer's daily life, their family or local community.</i></p> <p> Year 1 and 2 How do christians worship.pdf</p> <p> Year 1 and 2 why is meeting together imp</p>



<p>Year B 2021/2022 Thematic unit(light</p>	<p>Gospel? Belonging: What stories did Jesus tell about the Kingdom of God/Heaven?</p> <p>(I can give a clear, simple account of a parable. I can recognise that Christians believe that Jesus brings good news for all people.)</p> <p>Mini unit:</p> <p>Ask questions about the world around them and talk about these questions</p>	<p>Christianity Incarnation: What can we learn about Jesus from the nativity story?</p> <p> KS1-Chr-Incarnation.pdf</p> <p> Year 1 and 2 What can we learn about Je</p> <p>Recognise that narratives, stories and texts used by at least one religion or worldview contain beliefs.</p>	<p>Why is Light an important symbol for Jews and Christians? (ECRE unit)</p> <p> Year 1 and 2 Why is Light an important sy</p> <p><i>I can give a simple reason using the word 'because' to say why Light is an important symbol.</i> <i>I can recognise some of the symbols and artefacts used by local Christians and Jews.</i></p> <p>Hannukah</p> <p> Make a Dreidel Instructions.pdf</p>	<p>Judaism What do Jews learn from the story of Abraham?</p> <p>(move into c2)</p>	<p>Multi-faith (<i>inc. Christianity and Judaism</i>)</p> <p>Thematic Unit: How do celebrations bring communities together?</p> <p>Recognise that people have different beliefs and that some people follow religions and others non-religious worldviews</p> <p>Recognise that beliefs can have an impact on a believer's daily life, their family or local community</p>
<p>Class 2</p>					





<p>2 y2/3 Year A</p> <p>2020/21</p> <p>Judasim</p> <p>Encounter: Islam</p>	<p>Gospel* What is the Good News Jesus Brings? (understanding Christianity 1.4)</p> <p>Theology A. Where beliefs come from Yr2 Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief Recognise different types of writing from within one text Yr3: Show awareness of different sources of authority¹ and how they link with beliefs. Identify different types of writing and give an example of how a believer might interpret a source of authority C. Issues of right and wrong, good and bad Using religious and belief stories, make connections between peoples' beliefs about right and wrong and their actions.</p>	<p>Christianity Creation What do Christians learn from the Creation story? (ks2 core question)</p> <p>Y2 I can retell the Genesis 1 account and recognise that this connects to Christian belief about God and creation I can talk about what I know about myself e.g. I know I have 2 eyes, I know I have one brother... talk about how we know these things. Y3 I can make links between the Genesis account and Christian belief about God and creation Talk about the difference between knowing something and believing something e.g. I know I live in Norfolk, I believe in ghosts</p>	<p>Judaism Torah What do Jewish people learn from the story of Moses? (diocesan unit) Passover</p> <p>Identify different types of writing and give an example of how a believer might interpret a source of authority Recognise ways in which beliefs might make a Jew think about how they live their life, how they see the world in which they live and how they view others Identify ways/ a range of ways in which beliefs can</p>	<p>Salvation. Why is Easter important to Christians? (KS1)</p> <p>Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief Recognise that there are many different religious and non-religious answers to questions people raise about the world around them Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community.</p> <p>•</p>	<p>Kingdom Justice and Jesus' rule: What is the impact of Pentecost? (Sun 21st May 2020?)</p> <p>Y2 I can retell the story of Pentecost and recognise that this connects to Christian belief about the Kingdom of God on earth Y3 I can make links between the story of Pentecost and Christian belief about the Kingdom of God on earth</p> <p>Ethics Y2&3 Using religious and belief stories, make connections between peoples' beliefs about right and wrong and their actions</p> <p>Identify ways/ range of ways in which beliefs can have an impact on a believer's daily</p>	<p>Thematic unit: What is it like to be part of a religious family? Need to look at Judaism and Christianity Little look at eg Eid (Diocesan unit)</p> <p>Identify ways/a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society.</p> <p>Identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions/worldviews.</p> <p>Show awareness of some of the similarities and differences between and within religions and worldviews. Recognise ways in which beliefs might make a Muslim think about how they live their life,</p>
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¹ Sources of authority include sacred texts, creeds, statements of belief, tradition, principles or rules, conscience, rational thinking.


















Hainford School long term plan for R.E. 2021 to 2022 Version 3


Philosophy Theology Human/social science




	<p>Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'.</p> <p>Recognise some of the similarities and differences between these ideas.</p>		<p>have an impact on a believer's daily life, their family or local community.</p> <p>Using religious and belief stories, make connections between peoples' beliefs about right and wrong and their actions.</p>  <p>Judaism_Unit_1.pdf</p> <p>Religious Studies KS1: The Jewish Story of Moses - BBC Teach</p>		<p>life, their family or local community (Paul and the Corinthians / Med)</p>  <p>Year 3 and 4 How do christians work to brir</p> <p>What is the nature of God in Islam?</p> <p>-----</p>	<p>how they see the world in which they live and how they view others</p> <p>Using religious and belief stories, make connections between peoples' beliefs about right and wrong and their actions.</p>
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<p>Year B</p> <p>2021/2022</p> <p>Islam?</p>	<p>Christianity/Judaism</p> <p>People of God</p> <p>What is it like to follow God?</p> <p>Noah/Abraham and the covenant (Understanding Christianity)</p> <p>(Salvation Army)</p>	<p>Incarnation/God</p> <p>What is Trinity?</p> <p>God: Trinity</p> <p>What words do Christians use to talk about God</p> <p>How do Christians bring hope at Christmas? (Needs adapting down)</p> <p>Main Lens: Human and Social Science/Theology</p> <p>Key Concepts/vocabulary: Religion or worldview focus: Christian</p> <p>Age-Related Expectations: Theology:</p> <p> BookletUnit.pdf</p> <p> a4_poster.pdf</p> <p> How do Christians Bring Hope at Christm</p>	<p>How do Christians worship across the world? Yr2 (Worship_</p> <p>-Church</p> <p>(What does it means for Christians to belong to a worldwide church?)</p> <p> Year 3 & 4 What Does it Mean for Chri</p>	<p>How do Christians worship across the world?</p> <p>-----</p> <p>Mini Unit Why do Christians call the day Jesus died Good Friday?</p>	<p>Multi-Faith</p> <p>Philosophy</p> <p>Ethics</p> <p>How do people decide what is right or wrong?</p>	<p>Christianity & Judaism</p> <p>Why do people make a new start? (Baptism)</p> <p>Issues of right and wrong, good and bad</p> <p>Thematic unit: eg What is it like to follow God?? NO see Autumn! Focus on Islam- family life (Diocesan unit)</p> <p>Disciples - Paul/saul</p> <p>Thematic Or how do people show commitment to a faith?</p>
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<p>class 3 Year A</p> <p>Main Christianity</p> <p>2021/2022</p> <p>Hinduism</p>	<p>Question: What do stories about Rama and Sita and Krishna (and others) tell us about Hindu belief in God?</p> <p>Main Lens: Theology</p> <p>Key Concepts/vocabulary: Hinduism, Rama, Sita, Krishna, Ganesh, Creation, Polytheism, avatar.</p> <p>Religion or worldview focus: Hinduism</p> <p>Age-Related Expectations: Human Social: Identify some of the ways people use the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews.</p> <p>Theology: Identify some links between beliefs being studied within a religion or worldview. Recognise ways in which beliefs might make a _____ think about how they live their life, how they see the world in which they live and how they view others</p> <p> storyboard for Hindu creation.pdf</p> <p> What do stories about Rama and Sita</p>	<p>Question: Has Christmas lost its meaning?</p> <p>Main Lens: Theology /Human and Social Science</p> <p>Key Concepts/vocabulary: Religion or worldview focus: Christian</p> <p>Age-Related Expectations: Theology: Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers. Explain how events in history and society have influenced some religious and non-religious worldviews</p> <p>Social Science: Explain and discuss how beliefs shape the way Christians view the world in which they live and how they view others</p> <p>Social Science: Begin to analyse and evaluate the varying use of the terms 'religion' and 'belief' by followers from within a religion or worldview and those from outside it.</p> <p> Christmas Meaning Plan .pdf</p> <p> OnceinroyalDavidcity sheet.pdf</p> <p> ColaintheChurch.pdf</p>	<p>Mini Philosophy unit</p> <p>Spring whole Salvation:</p> <p>What does the Cross mean to you?</p> <p>Main Lens: Theology</p> <p>Key Concepts/vocabulary: Religion or worldview focus: Christian</p> <p>Age-Related Expectations: Theology: Recognise ways in which beliefs might make a Christian think about how they live their life, how they see the world in which they live and how they view others</p> <p>Identify different types of writing and give an example of how a believer might interpret a source of authority</p> <p> What does the cross mean to you.pdf</p> <p> Stations of the Cross.pdf</p> <p> The Easter Story.pdf</p> <p>What did Jesus do to save humans?</p>	<p>Question: How do Hindu beliefs impact on their actions?</p> <p>Main Lens: Human and Social Science/Philosophy</p> <p>Key Concepts/vocabulary: Dharma – is the path of righteousness living one's life according to the codes of conduct as described by the Hindu scriptures. Ahimsa – non –violence and having respect for all life. Mathatma Gandhi, a Hindu, was famous for his non-violent protests.</p> <p>Gandhi and non-violence. SMRC and the role of protest in democracy. Religious underpinning for non-violent protests.</p> <p>Karma – refers to the actions and effects or consequences of action; the law of cause and effect. In order to achieve good Karma it is important to live life according to Dharma, what is right.</p> <p>Religion or worldview focus: Hinduism</p> <p>Age-Related Expectations: Social Science: Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs.</p> <p>Begin to analyse and evaluate the varying ways in which religions and beliefs are practised locally, nationally and globally (both within and between religions/worldviews) with reference to at least two different religions/worldviews.</p> <p>Philosophy: Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections</p>	<p>Question: Who or what is God?</p> <p>Main Lens: Philosophy/theology</p> <p>Key Concepts/vocabulary: Religion or worldview focus: Christian/Islam/Hinduism</p> <p>Age-Related Expectations: Philosophy: Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence</p> <p>Begin to analyse and evaluate different ways in which philosophers understand abstract concepts.</p> <p>Begin to analyse and evaluate whether a position or argument is coherent and logical and show increasing awareness of divergence of opinion.</p> <p>Use well-chosen pieces of evidence to support and counter a particular argument</p> <p>Theology: Explain the key theological similarities and differences between and within religions and worldviews</p> <p>Issues of right and wrong, good and bad</p>
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	 Hindu Gods.pdf  Hindu creation.pdf People of God How do Christians work to bring God's kingdom on earth?	 ChristmasCommercialismSheet2.pdf  ChristmasCommercialismSheet1.pdf	Understanding Christianity	between beliefs, practices and behaviour. Issues of right and wrong, good and bad  How do Hindu beliefs impact on their  EvaluationSession.pdf  Ahimsa Ppt.pdf  Ghandi PowerPoint Gogivers.pdf	 Who or what is god.pdf  Philosophy Lesson Year 5 and 6 Ontology  Ontology - Who or What is God presentation  God and Brain Sistine Chapel Pic for .pdf  trinityposteregg.pdf  Anne Frank and the Problem of Evil.pdf  The Trinity in the Bible.pdf  Simpsons Version of God.pdf  Updated Islam Day 2019.pdf
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<p>Year B</p> <p>2019/2020</p> <p>TBC</p> <p>Encountering: Buddhism &</p>	<p>(Encountering)</p> <p>Creation/fall</p> <p>How did the world come to be?</p> <p>Main focus: Christianity / Buddhism</p>	<p>Question: If life is a journey does it ever end? (link)</p> <p>Main Lens: Philosophy</p> <p>Key Concepts/vocabulary:</p> <p>Religion or worldview focus: Buddism</p> <p>Age-Related Expectations:</p> <p>Philosophy:</p> <p>Describe different philosophical answers to questions about the world around them, including questions relating to meaning and existence</p> <p>Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge.</p> <p>Begin to weigh up whether different reasons and arguments are expressed coherently when studying religion and belief</p> <p>Theology:</p> <p>Identify different sources of authority and how they link with beliefs.</p> <p>Give examples of different writings and different ways in which believers interpret sources of authority</p> <p> What would you pack for Life.pdf</p> <p> If Life is a Journey does it ever end.pdf</p> <p> Journey Lesson 3.pdf</p>	<p>Christianity (Incarnation) (part A)</p> <p>Was Jesus the Messiah?</p> <p>(Understanding Christianity unit:2B.1)</p> <p>(Identify/describe/explain and discuss different sources of authority and how they link with beliefs.</p> <p>Begin to weigh up/explain/analyse and evaluate whether different reasons and arguments are expressed coherently when studying religion and belief and y6 show increasing awareness of divergence of opinion.</p> <p>Show awareness that talking about religion and belief can be complex</p> <p>.For Y6 Recognise some areas of controversy when interpreting and explaining the nature of religion and belief.</p>	<p>ECRE Unit: How does the Holy Spirit transform people (review Pentecost from KS1) the conversion of Saul on the road to Damascus??</p> <p>Kingdom of God</p> <p>Disciples</p>	<p>Gospel</p> <p>Does religion bring peace or conflict?</p> <p>Or</p> <p>Issues of right and wrong, good and bad</p> <p>If Everyone Followed the Middle Way, Would There Be a Perfect World?</p> <p>Describe some of the key theological similarities and differences between and within religions and worldviews.</p> <p>Link a range of different pieces of evidence together to form a coherent argument.</p> <p>Explain a range of answers to ethical and moral questions and issues, drawing conclusions and showing awareness of diversity of opinion and why there are differences.</p> <p>Begin to analyse and evaluate how beliefs impact on, influence and</p>
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		<div> Journey Lesson 1.pdf</div> <div> Journey 2.pdf</div> <div> The Paths to Moksha.pdf</div> <div>OR</div>			
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<p>Year C</p> <p>2020/2021</p> <p>Christianity</p> <p>Islam</p> <p>Themes</p>	<p>Christianity (God)</p> <p>What does it mean if God is holy and loving? (UPKS2)</p> <p>(Understanding Christianity unit:2B.1)</p> <p>Theology D: How beliefs shape the way believers see the world and each other (Yr4to Yr6)</p> <p>Philosophy C:Issues of right and wrong, good and bad (yr4 to 6)</p> <p>H&S C: The ways in which beliefs shape individual identity and impact on communities and society and visa versa</p> <p>-----</p> <p>For Ref only</p> <p>Identify ways in which beliefs might make a Christian think about how they live their life, how they see the world in which they live and how they view others</p> <p>Describe /Explain / begin to analyse how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.</p>	<p>(Yr5) Question: Are the 10 Commandments still relevant?</p> <p>Main Lens: Philosophy/Theology</p> <p>Key Concepts/vocabulary: Commandments, rules, covet, logical, coherent, theological, reasonable,</p> <p>Sermon, divine revelation, sin, prophet, holy man</p> <p>Religion or worldview focus: Judaism/Christian</p> <p>Age-Related Expectations: Philosophy:</p> <p>Explain, using a range of reasons, whether a position or argument is coherent and logical.</p> <p>Link a range of different pieces of evidence together to form a coherent argument</p> <p>Theology:</p> <p>Describe different sources of authority and how they link with beliefs.</p> <p>Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers.</p> <p>Describe some of the key theological similarities and differences between and within religions and worldviews</p>	<p>Thematic: How do people show a commitment to a faith? (ECRE Unit)</p> <p>Key Vocab: commitment, Judaism, confirmation, Bar Mitzva,</p> <p>Social Sciences:</p> <p>Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society.</p> <p>Identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions/worldviews</p> <p></p> <p>Year 3 and 4 How do people show a comm</p>	<p>Question: What does it mean to be a Muslim?</p> <p>NEW</p> <p>Main Lens: Human and Social Sciences/Theology</p> <p>Key Concepts/vocabulary: Allah, The Five Pillars, the Prophet Mohammad (PBUH), Fasting, Monotheist, Oneness of God.</p> <p>Religion or worldview focus: Islam (compare with Christianity (churches)</p> <p>Age-Related Expectations: Social Sciences:</p> <p>Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society.</p> <p>Identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions/worldviews.</p> <p>Theology:</p> <p>Identify different types of writing and give an example of how a believer might interpret a source of authority</p> <p>Recognise that beliefs are influenced by events in the past and present</p> <p></p> <p>introduction_to_Islam.pdf</p> <p></p> <p>Matching task Five pillars.pdf</p>	<p>Question: What does it mean to be a pilgrim?</p> <p>Main Lens: Theology/Human and Social Science</p> <p>Key Concepts/vocabulary: Jerusalem, Mecca, Hajj, Hajji/Hajjah, Pilgrim, trail, Wailing Wall, prayer, devotion, travel, spiritual journey, Ka'ba, shrine.</p> <p>Religion or worldview focus: Christianity/Islam/multi</p> <p>Age-Related Expectations: Theology:</p> <p>Identify events in history and society which have influenced some religious and non-religious worldviews</p> <p>Identify ways in which beliefs might make a _____ think about how they live their life, how they see the world in which they live and how they view others</p> <p>Social Sciences:</p> <p>Describe the difference between the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews.</p>
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Philosophy Theology Human/social science

		 Are the 10 Commandments Still		 The Five Pillars of Islam Activity Sheet.p	 _The_Hajj Year 4.pdf
		 JES_Sermon_on_the_Mount.pdf		 PowerPoint - The Five Pillars of Islam.pc	 What does it mean to be a pilgrim.pdf
		 10 Commandments WAGOLL.pdf			 pilgrimages.pdf
		 Ten commandments kids speak.pdf			 Western wall Year 4.pdf
		 Are the 10 commandments Still I			 Blank house worksheet.pdf
		 Ten commandments official.pdf			 Significance of Jerusalem worksheet .
		 ten commandments pictures.pdf			 lesson 1 worksheet.pdf
					 lesson 1 worksheet answers.pdf
					 The Western Wall worksheet.pdf
					 Significance of Jerusalem worksheet.

This plan uses resources drawn from:

Understanding Christianity units

ECRE = East Coast Religious Education: <http://www.ecre.co.uk/plans.php>

<https://www.dioceseofnorwich.org/>

Useful background websites:

<https://www.reonline.org.uk/> (good background on major religions and beyond)

<https://www.philosophy-foundation.org/enquiries/age:37/page:3> (philosophy units)

Philosophy Units

<https://www.philosophy-foundation.org/enquiries/age:36/page:2>

For ideas for lines of enquiry, possible 'Big Questions', and resources for other world religions, see the Norfolk Agreed Syllabus and the Norfolk diocese 'Overview for the RE Curriculum in a VC School'.

This should be regarded as a working document, demonstrating that with increasing use and awareness of the AREs adjustments will need to take place. The added complexity of a rolling programme across year groups and key stages means that it is unnecessary to add all AREs to all planned units. After an end of year review, based on assessment the overview can be updated and AREs added to upcoming units of work.