

Hainford School long term plan for R.E.

Philosophy Theology Human/social science

Class	Autumn		Spring		Summer	
1 yR/1 Year A	<p>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>Thematic unit: eg light Why is Light an important symbol for Jews and Christians? (ECRE unit) I can give a simple reason using the word 'because' to say why Light is an important symbol. I can recognise some of the symbols and artefacts used by local Christians and Jews.</p>	<p>Salvation Why is the cross an important symbol to Christians?</p> <p>Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview Recognise some of the symbols, artefacts and practices used by people of different religions and beliefs in the local area</p>		<p>Judaism : Shabbat How and why do Jews celebrate Shabbat (diocesan unit)</p> <p>Recognise that beliefs can have an impact on a believer's daily life, their family or local community.</p> <p>Recognise that narratives, stories and texts used by at least one religion or worldview contain beliefs. Give an example of how Jews use beliefs to guide their daily lives</p>	<p>Creation Who made the world?</p> <p>Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview</p> <p>Ask questions about the world around them and talk about these questions.</p>
Year B	<p>Thematic unit eg celebrations How do celebrations bring communities together?</p>	<p>Incarnation What can we learn about Jesus from the nativity story?</p>	<p>God: Trinity What words do Christians use to talk about God?</p>		<p>Judaism: Abraham, shema What do Jews learn from the story of Abraham?</p>	<p>Thematic unit What's the big idea? (Philosophy using CBBC)</p>
2 y2/3 Year A	<p>Kingdom Justice and Jesus' rule: What is the impact of Pentecost? Y2 I can retell the story of</p>	<p>Creation What do Christians learn from the Creation story? Y2 I can retell the Genesis 1</p>	<p>Optional Unit (should time allow) Gospel: What kind of a World did Jesus Want? Recognise ways in which beliefs</p>		<p>Judaism Torah What do Jewish people learn from the story of Moses? (diocesan unit) Identify different types of writing</p>	<p>Thematic unit: What is it like to be part of a religious family? Focus on Islam eg Eid (Diocesan unit) Identify ways/a range of ways in which beliefs can have an impact</p>

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<p>Year B</p>	<p>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 Y2&3 Using religious and belief stories, make connections between peoples' beliefs about right and wrong and their actions Identify ways/ range of ways in which beliefs can have an impact on a believer's daily life, their family or local community</p> <p>People of God What is it like to follow God? Abraham and the covenant</p>	<p>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>Incarnation/God What is Trinity?</p>	<p>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 Using religious and belief stories, make connections between peoples' beliefs about right and wrong and their actions. Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'. Identify different types of writing and give an example of how a believer might interpret a source of authority Identify (a range of) ways in which beliefs can have an impact on a believer's daily life, their family or local community.</p> <p>Salvation. Why is Easter important to Christians?</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>Ethics How do people decide what is right or wrong?</p>	<p>and give an example of how a believer might interpret a source of authority Recognise ways in which beliefs might make a Jews 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 have an impact on a believer's daily life, their family or local community. Using religious and belief stories, make connections between peoples' beliefs about right and wrong and their actions.</p> <p>Judaism Passover What happens at Passover and why is it important?</p>	<p>on a believer's daily life, their family, community and society. Identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions/worldviews. 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, how they see the world in which they live and how they view others Using religious and belief stories, make connections between peoples' beliefs about right and wrong and their actions.</p> <p>Thematic unit: eg What is it like to follow God? Focus on Islam- family life (Diocesan unit)</p>
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<p>3 Year A</p>	<p>People of God How do Christians work to bring God's kingdom on earth?</p>	<p>Hinduism Diocesan unit for Lower KS2</p>	<p>How has the Christian community changed over time?</p>	<p>Gospel Does religion bring peace or conflict?</p>	<p>Hinduism Diocesan unit for Upper KS2</p>
<p>Year B</p>	<p>Creation/fall How did the world come to be?</p>	<p>Islam: 5 pillars What does it mean to be a Muslim?</p>	<p>Thematic unit eg What does it mean to be a pilgrim?</p>	<p>Salvation What did Jesus do to save human beings?</p>	<p>Sikhism What does it mean to be a Sikh today?</p>
<p>Year C</p>	<p>God What does it mean if God is holy and loving? Describe/ explain/ analyse a range of answers to ethical and moral questions, showing awareness of the diversity of opinion and why there are differences. 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 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>Incarnation (part A) Was Jesus the Messiah? Identify/describe/explain and discuss different sources of authority and how they link with beliefs. 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. Show awareness that talking about religion and belief can be complex .For Y6 Recognise some areas of controversy when interpreting and explaining the nature of religion and belief.</p>	<p>Thematic unit eg Why do people choose to make a new start? Describe/ explain /begin to analyse and evaluate ways in which beliefs can impact on and influence individual lives, communities and society and show awareness of how individuals, communities and society can also shape beliefs. Identify / describe / explain some of the similarities and differences between and within religions and worldviews Begin to weigh up/ explain /begin to analyse and evaluate whether different reasons and arguments are expressed coherently when studying religion and belief</p>	<p>How has the Christian community Changed over time? Explain how events in history and society have influenced some religious and non-religious worldviews. Explain/describe and discuss how beliefs shape the way Christians view the world in which they live and how they view others. Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections between beliefs, practices and behaviour. Begin to analyse and evaluate the varying ways in which</p>	<p>If Everyone Followed the Middle Way, Would There Be a Perfect World? Describe some of the key theological similarities and differences between and within religions and worldviews. Link a range of different pieces of evidence together to form a coherent argument. 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. Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and</p>

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				religions and beliefs are practised locally, nationally and globally.	society can also shape belief.
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This plan uses the Understanding Christianity units for each age group.

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.