

Salhouse C of E Primary School- Long Term RE plan - 2 year programme

COOTS (FS & Y1)

Year A	There are only 5 units so there is flexibility in how long the units last.	Why does Christmas matter to Christians?	What is right and what is wrong? - Love God/your neighbor - Good Samaritan	What might Jewish people learn from the story of Moses?	What does it mean to belong to the Jewish Community? - Shabbat - Daily Life - Synagogue	What do Christians believe God is like?
		Understanding Christianity		Planning from Diocesan Website	Planning from Diocesan Website	Understanding Christianity
		Christianity Focus	Christianity Focus	Judaism Focus	Judaism Focus	Christianity Focus
		Social/Human Science	Philosophy	Theology	Social/Human Science	Theology
		ARE – The ways beliefs shape individuals & community & society: Recognise that beliefs can have an impact on a believer's daily life, their family or local community. Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community.	ARE – Issues of right and wrong / good and bad: Using religious and belief stories to talk about how beliefs impact on how people behave. Using religious and belief stories, make connections between people's beliefs about right and wrong, and their actions.	ARE – Where beliefs come from: Give a clear, simple account of story or text from at least one religion or world view. Retell a narrative or important text from at least one religion or world view and recognize a link with a belief.	ARE – The diverse nature of religion: Recognize that people have different beliefs – religions and non-religious world views. Recognize the name of different religions, beliefs and world views and use them correctly.	ARE – How beliefs shape the way believers see the world and eqch other: Give an example of how xxxxx beliefs influence daily life.

Year B	Who made the world?		How do festivals bring people together? - Christmas - Diwali - Hannukah		Why does Easter matter to Christians?	What do my senses tell me about the world of religion and belief?	What difference does Prayer make to the lives of Christians and Muslims?	There are only 5 units so there is flexibility in how long the units last.
	Understanding Christianity				Understanding Christianity		Already Planned How and why do people pray?	
	Christianity Focus		Christianity	others	Christianity Focus		Christianity	Islam
	Theology	Philosophy	Social/Human Science		Theology	Philosophy	Social/Human Science	
	ARE – How beliefs shape the way believers see the world and each other: Give an example of how xxxxx beliefs influence daily life.		ARE – The diverse nature of religion: Recognise that beliefs can have an impact on a believer's daily life, their family or local community. Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community.		ARE – How beliefs relate to each other: Recognize that narratives / texts from at least one religion or world view contain beliefs. Recognize that some beliefs connect together and begin to talk about these connections.	ARE – How and whether things make sense: Give a simple reason using the word 'because' when talking about religion and belief. Give a reason to say why someone might hold a view, using the word 'because'	ARE – Diverse ways in which people practice and express beliefs: Recognise some of the symbols, artefacts and practices used by different beliefs. Identify evidence of religion and belief.	

BITTERNS (Y1 & Y2)

Year A	Who made the world?	How do festivals bring people together? - Christmas - Diwali	Why does Easter matter to Christians?	What do my senses tell me about the world of religion and belief?	What difference does Prayer make to the lives of Christians and Muslims?	There are only 5 units so there is
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	Understanding Christianity		- Hannukah		Understanding Christianity		Already Planned How and why do people pray?		flexibility in how long the units last.
	Christianity Focus		Christianity	others	Christianity Focus		Christianity	Islam	
	Theology	Philosophy	Social/Human Science		Theology	Philosophy	Social/Human Science		
	ARE – How beliefs shape the way believers see the world and eqch other: Give an example of how xxxxx beliefs influence daily life.		ARE – The diverse nature of religion: Recognise that beliefs can have an impact on a believer's daily life, their family or local community. Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community.		ARE – How beliefs relate to each other: Recognize that narratives / texts from at least one religion or world view contain beliefs. Recognize that some beliefs connect together and begin to talk about these connections.	ARE – How and whether things make sense: Give a simple reason using the word 'because' when talking about religion and belief. Give a reason to say why someone might hold a view, using the word 'because'	ARE – Diverse ways in which people practice and express beliefs: Recognise some of the symbols, artefacts and practices used by different beliefs. Identify evidence of religion and belief.		

Year B	There are only 5 units so there is flexibility in how long the units last.	Why does Christmas matter to Christians?	What is right and what is wrong? - Love God/your neighbor -Good Samaritan	What might Jewish people learn from the story of Moses?	What does it mean to belong to the Jewish Community?	What do Christians believe God is like?
		Understanding Christianity		Planning from Diocesan Website	Planning from Diocesan Website	Understanding Christianity
		Christianity Focus		Judaism Focus	Judaism Focus	Christianity Focus

		Social/Human Science	Philosophy	Theology	Social/Human Science	Theology
		ARE – The ways beliefs shape individuals & community & society: Recognise that beliefs can have an impact on a believer's daily life, their family or local community. Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community.	ARE – Issues of right and wrong / good and bad: Using religious and belief stories to talk about how beliefs impact on how people behave. Using religious and belief stories, make connections between people's beliefs about right and wrong, and their actions.	ARE – Where beliefs come from: Give a clear, simple account of story or text from at least one religion or world view. Retell a narrative or important text from at least one religion or world view and recognize a link with a belief.	ARE – The diverse nature of religion: Recognize that people have different beliefs – religions and non-religious world views. Recognize the name of different religions, beliefs and world views and use them correctly.	ARE – How beliefs shape the way believers see the world and eqch other: Give an example of how xxxxx beliefs influence daily life.

KINGFISHERS (Y2 & Y3)

Year A	There are only 5 units so there is flexibility in how long the units last.	Why does Christmas matter to Christians?	What is right and what is wrong? <i>- Love God/your neighbor</i> <i>-Good Samaritan</i>	What might Jewish people learn from the story of Moses?	What does it mean to belong to the Jewish Community?	What do Christians believe God is like?
		Understanding Christianity		Planning from Diocesan Website	Planning from Diocesan Website	Understanding Christianity

		Christianity Focus	Christianity Focus	Judaism Focus	Judaism Focus	Christianity Focus
		Social/Human Science	Philosophy	Theology	Social/Human Science	Theology
		ARE – The ways beliefs shape individuals & community & society: Recognise that beliefs can have an impact on a believer's daily life, their family or local community. Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community.	ARE – Issues of right and wrong / good and bad: Using religious and belief stories to talk about how beliefs impact on how people behave. Using religious and belief stories, make connections between people's beliefs about right and wrong, and their actions.	ARE – Where beliefs come from: Give a clear, simple account of story or text from at least one religion or world view. Retell a narrative or important text from at least one religion or world view and recognize a link with a belief.	ARE – The diverse nature of religion: Recognize that people have different beliefs – religions and non-religious world views. Recognize the name of different religions, beliefs and world views and use them correctly.	ARE – How beliefs shape the way believers see the world and eqch other: Give an example of how xxxxx beliefs influence daily life.

Year B	What do Christians learn from the creation story?	What does it mean to be part of a global Christian community? <i>-Christmas around the world</i> <i>-Use picturing Christianity</i> <i>- see previous units</i>	How do people respond to issues of poverty and justice? <i>(ethical)</i> <i>- charities</i> <i>-refugees</i> <i>-secular/ humanist responses</i> <i>(see UC unit 2b3?)</i>	How do Muslims talk about God?	What does it mean to be a Muslim?	There are only 5 units so there is flexibility in how long the units last.
	Understanding Christianity			Planning from Diocesan Website	Planning from Diocesan Website and previous school unit	
	Christianity Focus	Christianity Focus	Christianity Focus	Islam Focus	Islam Focus	
	Theology	Social/Human Science	Philosophy	Theology	Social/Human Science	

	ARE – Where beliefs come from: Awareness of sources & how they link with beliefs. Identify different types of writing and how they might be interpreted.	ARE – The ways in which beliefs shape individual identity, and impact on communities and society	ARE – How and whether things make sense. ARE – Issues of right and wrong, good and bad.	ARE – How beliefs relate to each other: Links between religions and world views. Differences and similarities between religions and world views.	ARE – Diverse ways in which people practice and express beliefs	
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GREBES (Y4 & Y5)

Year A	Is Jesus the messiah?	Creation and science: Conflicting or Complimentary?	Is being happy the greatest purpose in life? - Humanism - Christianity - Buddhism - Philosophy e.g. hedonism Understandinghumanism.org.uk	Does religion bring peace, conflict or both? - Christianity, Buddhism, Islam - current and/or historical perspectives - ensure balance between peace and conflict	What difference does being a Christian make to daily life? - Bible reading - Prayer - Ethics/morals - Discipleship - Stewardship	There are only 5 units so there is flexibility in how long the units last.
	Understanding Christianity	Understanding Christianity			Planning from Diocesan Website	
	Christianity Focus	Christianity Focus	Multi Faith Focus	Multi Faith Focus	Christianity Focus	

	Theology	Theology	Philosophy	Philosophy	Social/Human Science	Social/Human Science	
	ARE – How beliefs shape the way believers see the world and each other	ARE – Where beliefs come from	ARE – The Nature of knowledge, meaning and existence	ARE – Issues of right and wrong, good and bad	ARE – The ways in which beliefs shape individual identity, and impact on communities and society	ARE – The diverse nature of religion	

Year B	What is Trinity?	How do/have Christians contributed to society and culture? <i>- art, music, architecture</i> <i>- local study</i> <i>Laws / rules</i> <i>- e.g. royal wedding</i> <i>- public events e.g. hymns at football matches</i>		Why do Christians call the day Jesus dies "Good Friday"? Understanding Christianity		What is philosophy? <i>- Child friendly versions?</i> <i>e.g. plato, socrates</i>	What difference does being a Buddhist make to daily life?	There are only 5 units so there is flexibility in how long the units last.
	Understanding Christianity						Already Planned	
	Christianity Focus	Christianity	others	Christianity Focus	Multi Faith Focus		Buddism	
	Theology	Social/Human Science		Theology	S/H science		Philosophy	
	ARE - How beliefs shape the way believers see the world and each other: Recognise / identify ways in which beliefs make people think	ARE – The diverse nature of religion		ARE - How beliefs change over time: Recognize / identify how events in	ARE – The diverse nature of religion	ARE – The Nature of knowledge, meaning and existence.	ARE – Diverse ways in which people practice and express beliefs	

	about how they live their life, how they see the world and how they view others.		history and society have influenced religious, non-religious and world views.				
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HERONS (Y5 & Y6)

Year A	Is Jesus the messiah?	Creation and science: Conflicting or Complimentary?		Is being happy the greatest purpose in life? - Humanism - Christianity - Buddhism - Philosophy e.g. hedonism Understandinghumanism.org.uk	Does religion bring peace, conflict or both? - Christianity, Buddhism, Islam - current and/or historical perspectives - ensure balance between peace and conflict	What difference does being a Christian make to daily life? - Bible reading - Prayer - Ethics/morals - Discipleship - Stewardship	There are only 5 units so there is flexibility in how long the units last.
	Understanding Christianity	Understanding Christianity				Planning from Diocesan Website	
	Christianity Focus	Christianity Focus		Multi Faith Focus	Multi Faith Focus	Christianity Focus	
	Theology	Theology	Philosophy	Philosophy	Social/Human Science	Social/Human Science	

	ARE – How beliefs shape the way believers see the world and each other	ARE – Where beliefs come from	ARE – The Nature of knowledge, meaning and existence	ARE – Issues of right and wrong, good and bad	ARE – The ways in which beliefs shape individual identity, and impact on communities and society	ARE – The diverse nature of religion	
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Year B	Is believing in God reasonable? <i>- ancient beliefs about gods and goddesses</i> <i>- Arguments for and against the existence of God</i> <i>- knowledge, belief, opinion, truth</i> <i>- Example of a philosopher Easton st peter- DNEAT academy</i>	What does it mean if God is Holy and Loving? Understanding Christianity + previous unit on God	What did Jesus do to save human beings? Understanding Christianity	How does Hindu belief affect the way they live their lives? Similar to previous unit on life is a journey See Diocesan website	How do Hindus express beliefs about God? Similar to previous unit on life is a journey See Diocesan website	There are only 5 units so there is flexibility in how long the units last.	
	Multi Faith Focus	Christianity	Christianity Focus	Hinduism Focus	Hinduism Focus		
	Philosophy	Theology	Theology	Theology	S/H Science	Social/Human Science	Theology
	ARE – How and whether things make sense.	ARE – How beliefs change over time	ARE – How beliefs shape the way believers see the world and each other	ARE – How beliefs relate to each other	ARE – Diverse ways in which people practice and express beliefs	ARE – Diverse ways in which people practice and express beliefs	ARE – How beliefs relate to each other

