

RE Long Term Plan – Curriculum Links and Placement

Cycle A	Coverage	Gloucestershire Agreed Syllabus Links	Why?
LKS2			
Autumn Term 1	Gospel - L2.4 What kind of world did Jesus want?	<p>Making Sense of Belief</p> <ul style="list-style-type: none"> ▪ Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus ▪ Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people' ▪ Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian <p>Understanding the Impact</p> <ul style="list-style-type: none"> ▪ Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways <p>Making Connections</p> <ul style="list-style-type: none"> ▪ Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas. 	<p>To build on the knowledge learnt in KS1 that:</p> <ul style="list-style-type: none"> ▪ Christians believe Jesus brings good news for all people. ▪ For Christians, this good news includes being loved by God, and being forgiven for bad things. ▪ Christians believe Jesus is a friend to the poor and friendless. ▪ Christians believe Jesus' teachings make people think hard about how to live and show them the right way. <p>This links with our overarching school value of respect and our termly value of kindness.</p> <p>To provide opportunities for children to reflect on how people show love (spirituality)</p>
Autumn Term 2	Kingdom of God - L2.6 For Christians, what was the impact of Pentecost?	<p>Making Sense of Belief</p> <ul style="list-style-type: none"> ▪ Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth ▪ Offer informed suggestions about what the events of Pentecost in Acts 2 might mean ▪ Give examples of what Pentecost means to some Christians now <p>Understanding the Impact</p> <ul style="list-style-type: none"> ▪ Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now ▪ Describe how Christians show their beliefs about the Holy Spirit in worship <p>Making Connections</p> <ul style="list-style-type: none"> ▪ Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas. 	<p>To build on the knowledge learnt in KS1 that:</p> <ul style="list-style-type: none"> ▪ Christians believe Jesus brings good news for all people. ▪ For Christians, this good news includes being loved by God, and being forgiven for bad things. ▪ Christians believe Jesus is a friend to the poor and friendless. ▪ Christians believe Jesus' teachings make people think hard about how to live and show them the right way.

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			<p>This links with our overarching school value of respect and our termly value of love.</p> <p>To use art to explore the concept of Pentecost (spirituality)</p>
<p>Spring Term 1</p>	<p>Muslim Faith - L2.9 How do festivals and worship show what matters to a Muslim?</p>	<p>Making Sense of Belief</p> <ul style="list-style-type: none"> ▪ Identify some beliefs about God in Islam, expressed in Surah 1 ▪ Make clear links between beliefs about God and ibadah (e.g. how God is worth worshipping; how Muslims submit to God) <p>Understanding the Impact</p> <ul style="list-style-type: none"> ▪ Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve ▪ Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque) <p>Making Connections</p> <ul style="list-style-type: none"> ▪ Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims ▪ Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas. 	<p>To build on the knowledge learnt in KS1:</p> <ul style="list-style-type: none"> ▪ The Shahadah is very important for Muslims ▪ Some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah ▪ Stories about the Prophet that show what Muslims believe about Muhammad (pbuh) <p>This links with our overarching school value of respect.</p>
<p>Spring Term 2</p>	<p>Salvation - L2.5 Why do Christians call the day Jesus died ‘Good Friday’? (Easter)</p>	<p>Making Sense of Belief</p> <ul style="list-style-type: none"> ▪ Recognise the word ‘Salvation’, and that Christians believe Jesus came to ‘save’ or ‘rescue’ people, e.g. by showing them how to live ▪ Offer informed suggestions about what the events of Holy Week mean to Christians ▪ Give examples of what Christians say about the importance of the events of Holy Week <p>Understanding the Impact</p> <ul style="list-style-type: none"> ▪ Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities ▪ Describe how Christians show their beliefs about Jesus in worship in different ways 	<p>To build on the knowledge learnt in KS1 that:</p> <ul style="list-style-type: none"> ▪ Easter is very important in the ‘big story’ of the Bible. ▪ Christians believe Jesus rose again, giving people hope of a new life. <p>This links with our overarching school value of respect and our termly value of forgiveness.</p> <p>We teach this unit in Spring 2 to align with the Christian calendar and Easter.</p>

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		<p>Making Connections</p> <ul style="list-style-type: none"> ▪ Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died ‘Good Friday’, giving good reasons for their suggestions. 	
<p>Summer Term 1</p>	<p>Jewish Faith - L2.10 How do festivals and family life show what matters to Jewish people?</p>	<p>Making Sense of Belief</p> <ul style="list-style-type: none"> ▪ Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean ▪ Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people ▪ Offer informed suggestions about the meaning of the Exodus story for Jews today <p>Understanding the Impact</p> <ul style="list-style-type: none"> ▪ Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) ▪ Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities <p>Making Connections</p> <ul style="list-style-type: none"> ▪ Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future ▪ Make links with the value of personal reflection, saying ‘sorry’, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils’ own lives, and giving good reasons for their ideas. 	<p>To build on the knowledge learnt in KS1:</p> <ul style="list-style-type: none"> ▪ The Shema is an important Jewish prayer ▪ How the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like <p>This links with our overarching school value of respect.</p>
<p>Summer Term 2</p>	<p>Thematic Study - Spirituality Spirited Arts</p>	<p>Making Sense of Belief</p> <ul style="list-style-type: none"> ▪ Identify some beliefs from sources of wisdom linked to these themes: <ul style="list-style-type: none"> ○ ‘We have more in common than that which divides us.’ ○ Green faith, green future (God’s good earth) ○ Where is God today? ○ Faith in action, Values in action ▪ Make links between religious beliefs and teachings and why people try to live and make the world a better place <p>Understanding the Impact</p> <ul style="list-style-type: none"> ▪ Make simple links between teachings about how to live and ways in which people try to make the world a better place 	<p>To build on learning in KS1 about how we should care for others and the world.</p> <p>This unit is a thematic unit and draws together learning over the year from Christianity, Judaism and Islam. This unit also links with our school values.</p>

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		<p>Making Connections</p> <ul style="list-style-type: none"> ▪ Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better ▪ Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas ▪ Express their own ideas through art about the best ways to make the world a better place, making some links with religious ideas studied, giving good reasons for their views. 	
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UKS2

Autumn Term 1	Gospel - U2.4 How do Christians decide how to live? 'What would Jesus do?'	<p>Making Sense of Belief</p> <ul style="list-style-type: none"> ▪ Identify features of Gospel texts (for example, teachings, parable, narrative) ▪ Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts <p>Understanding the Impact</p> <ul style="list-style-type: none"> ▪ Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives <p>Making Connections</p> <ul style="list-style-type: none"> ▪ Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives ▪ Articulate their own responses to the issues studied, recognising different points of view. 	<p>To build on the knowledge learnt in LKS2 that:</p> <ul style="list-style-type: none"> ▪ The Gospels are the first 4 books of the New Testament, written by Jesus' disciples; Matthew, Mark, Luke & John ▪ Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first. ▪ Jesus shows love and forgiveness to unlikely people. ▪ Christians try to be like Jesus — they want to know him better and better. ▪ Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice. <p>This links with our overarching school value of respect and our termly value of kindness.</p>
Autumn Term 2	Kingdom of God - U2.6 For Christians, what kind of king is Jesus?	<p>Making Sense of Belief</p> <ul style="list-style-type: none"> ▪ Explain connections between biblical texts and the concept of the kingdom of God 	<p>To build on the knowledge learnt in LKS2 that:</p> <ul style="list-style-type: none"> ▪ Christians believe that Jesus started the 'Kingdom of God' - that Jesus'

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		<ul style="list-style-type: none"> ▪ Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations <p>Understanding the Impact</p> <ul style="list-style-type: none"> ▪ Make clear connections between belief in the kingdom of God and how ▪ Christians put their beliefs into practice ▪ Show how Christians put ▪ their beliefs into practice in different ways <p>Making Connections</p> <ul style="list-style-type: none"> ▪ Relate the Christian ‘kingdom of God’ model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today ▪ Articulate their own responses to the idea of the importance of love and service in the world today. 	<p>whole life was a demonstration of his belief that God is King, not just in heaven but here and now (‘Your kingdom come, your will be done on earth as it is in heaven’).</p> <ul style="list-style-type: none"> ▪ Christians believe Jesus is still alive, and rules in their hearts and lives by the Holy Spirit, if they let him. ▪ Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus’ invisible Kingdom visible by living lives that reflect the love of God. ▪ Christians celebrate Pentecost as the beginning of the Church. ▪ This links with our overarching school value of respect and our termly value of love.
<p>Spring Term 1</p>	<p>Muslim Faith - U2.8 What does it mean to be a Muslim in Britain today?</p>	<p>Making Sense of Belief</p> <ul style="list-style-type: none"> ▪ Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur’an (e.g. Tawhid; Muhammad as the Messenger, Qur’an as the message) ▪ Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur’an guidance on Five Pillars; Hajj practices follow example of the Prophet) <p>Understanding the Impact</p> <ul style="list-style-type: none"> ▪ Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art) ▪ Give evidence and examples to show how Muslims put their beliefs into practice in different ways <p>Making Connections</p> <ul style="list-style-type: none"> ▪ Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Gloucestershire today ▪ Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and 	<p>To build on the knowledge learnt in LKS2:</p> <ul style="list-style-type: none"> ▪ Muslim beliefs about God and ibadah (e.g. how God is worth worshiping; how Muslims submit to God) ▪ How Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque) ▪ How Muslims value submission and self-control, and whether there are benefits for people who are not Muslims ▪ Muslim beliefs about the idea of living in harmony with the Creator and the need for all people to live in

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		<p>articulate responses on how far they are valuable to people who are not Muslims</p> <ul style="list-style-type: none"> Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views. 	<p>harmony with each other in the world today</p> <p>This links with our overarching school value of respect.</p>
Spring Term 2	Salvation - U2.5 What do Christians believe Jesus did to 'save' people? (Easter)	<p>Making Sense of Belief</p> <ul style="list-style-type: none"> Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms Suggest meanings for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts <p>Understanding the Impact</p> <ul style="list-style-type: none"> Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper Show how Christians put their beliefs into practice in different ways <p>Making Connections</p> <ul style="list-style-type: none"> Weigh up the value and impact of ideas of sacrifice in their own lives and the world today Articulate their own responses to the idea of sacrifice, recognising different points of view 	<p>To build on the knowledge learnt in LKS2 that:</p> <ul style="list-style-type: none"> Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do. Christians today trust that Jesus really did rise from the dead, and so is still alive today. Christians remember and celebrate Jesus' last week, death and resurrection. <p>This unit links with our termly value of forgiveness.</p> <p>We teach this unit in Spring 2 to align with the Christian calendar and Easter.</p>
Summer Term 1	Jewish Faith - U2.9 Why is the Torah so important to Jewish people?	<p>Making Sense of Belief</p> <ul style="list-style-type: none"> Identify and explain Jewish beliefs about God Give examples of some texts that say what God is like and explain how Jewish people interpret them <p>Understanding the Impact</p> <ul style="list-style-type: none"> Make clear connections between Jewish beliefs about the Torah and how they use and treat it Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws) 	<p>To build on the knowledge learnt in LKS2:</p> <ul style="list-style-type: none"> Jewish beliefs about God, sin and forgiveness The story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people and the festival of Pesach (Passover) The festivals of Rosh Hashanah (Jewish New Year), Yom Kippur (Day of Atonement)

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		<ul style="list-style-type: none"> ▪ Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice) <p>Making Connections</p> <ul style="list-style-type: none"> ▪ Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today ▪ Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today and articulate responses on how far they are valuable to people who are not Jewish. 	<p>This links with our overarching school value of respect.</p>
<p>Summer Term 2</p>	<p>Thematic Study - Spirituality Spirited Arts</p>	<p>Making Sense of Belief</p> <ul style="list-style-type: none"> ▪ Identify some beliefs from sources of wisdom linked to these themes: <ul style="list-style-type: none"> ○ ‘We have more in common than that which divides us.’ ○ Green faith, green future (God’s good earth} ○ Where is God today? ○ Faith in action, Values in action ▪ Make links between religious beliefs and teachings and why people try to live and make the world a better place ▪ Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from <p>Understanding the Impact</p> <ul style="list-style-type: none"> ▪ Make clear links between teachings about how to live and ways in which people try to make the world a better place <p>Making Connections</p> <ul style="list-style-type: none"> ▪ Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better ▪ Make links between commands for living from religious traditions, non-religious worldviews and pupils’ own ideas ▪ Express their own ideas through art about the best ways to make the world a better place, making clear links with religious ideas studied, giving good reasons for their views. ▪ Make clear connections between what people believe about God and the impact of this belief on how they live 	<p>This is a thematic unit comparing religious and non-religious responses to the idea of God. It builds on pupils’ earlier learning about God in Judaism, Christianity and Islam – three monotheistic traditions with common roots.</p> <p>This links with our overarching school value of respect.</p>