

RE Long Term Plan – Curriculum Links and Placement

Cycle B	Coverage	Gloucestershire Agreed Syllabus Links	Why?
LKS2			
<p>Autumn Term 1</p>	<p>Creation - L2.1 What do Christians learn from the creation story?</p>	<p>Making Sense of Belief</p> <ul style="list-style-type: none"> ▪ Place the concepts of God and Creation on a timeline of the Bible’s ‘Big Story’ ▪ Make clear links between Genesis 1 and what Christians believe about God and Creation ▪ Recognise that the story of ‘the Fall’ in Genesis 3 explains why things go wrong in the world <p>Understanding the Impact</p> <ul style="list-style-type: none"> ▪ Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God’s creation is; care for the earth – some specific ways) ▪ Describe how and why Christians might pray to God, say sorry and ask for forgiveness. <p>Making Connections</p> <ul style="list-style-type: none"> ▪ Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today 	<p>To build on the knowledge learnt in KS1 that:</p> <ul style="list-style-type: none"> ▪ God created the universe. ▪ The Earth and everything in it are important to God. ▪ God has a unique relationship with human beings as their Creator and Sustainer. ▪ Humans should care for the world because it belongs to God. <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>
<p>Autumn Term 2</p>	<p>God/Incarnation - L2.3 What is the ‘Trinity’ and why is it important for Christians? (Christmas)</p>	<p>Making Sense of Belief</p> <ul style="list-style-type: none"> ▪ Recognise what a ‘Gospel’ is and give an example of the kinds of stories it contains ▪ Offer suggestions about what texts about baptism and Trinity mean. ▪ Give examples of what these texts mean to some Christians today <p>Understanding the Impact</p> <ul style="list-style-type: none"> ▪ Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live <p>Making Connections</p> <ul style="list-style-type: none"> ▪ Make links between some Bible texts studied and the idea of God in Christianity, clearly expressing some ideas of their own about what Christians believe God is like 	<p>To build on the knowledge learnt in KS1 that:</p> <ul style="list-style-type: none"> ▪ Christians believe that Jesus is God and that he was born as a baby in Bethlehem. ▪ The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke). ▪ Christians celebrate Jesus’ birth; Advent for Christians is a time of getting ready for Jesus’ coming. <p>This links with our overarching school value of respect and our termly value of love.</p>

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			To use art to explore the concept of the trinity (spirituality)
Spring Term 1	Hindu Faith - L2.7 What do Hindus believe God is like?	<p>Making Sense of Belief</p> <ul style="list-style-type: none"> ▪ Identify some Hindu deities and say how they help Hindus describe God ▪ Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God ▪ Offer informed suggestions about what Hindu murtis express about God <p>Understanding the Impact</p> <ul style="list-style-type: none"> ▪ Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali) ▪ Identify some different ways in which Hindus worship <p>Making Connections</p> <ul style="list-style-type: none"> ▪ Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today ▪ Make links between the Hindu idea of everyone having a ‘spark’ of God in them and ideas about the value of people in the world today, giving good reasons for their ideas 	<p>This unit focuses on Hinduism, as does unit L2.8. Unit L2.7 looks at the concept of Brahman/God in Hinduism.</p> <p>The concept of God is important in RE and features in many units within this syllabus. Pupils will have had the opportunity to study units on this concept in both EYFS and KS1.</p> <p>This links with our overarching school value of respect.</p>
Spring Term 2	Hindu Faith - L2.8 What does it mean to be a Hindu in Britain today?	<p>Making Sense of Belief</p> <ul style="list-style-type: none"> ▪ Identify the terms dharma, Sanatana Dharma and Hinduism and say what they mean ▪ Make links between Hindu practices and the idea that Hinduism is a whole ‘way of life’ (dharma) <p>Understanding the Impact</p> <ul style="list-style-type: none"> ▪ Describe how Hindus show their faith within their families in Britain today (e.g. home puja). ▪ Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali) ▪ Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India) <p>Making Connections</p> <ul style="list-style-type: none"> ▪ Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community 	<p>This unit will build on and deepen previous learning on the Hindu faith which focused beliefs about God/Brahman, karma etc. and will be recalled when doing thematic units such as L2.11 How and why do people mark the significant events of life?</p> <p>This links with our overarching school value of respect.</p>

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		rituals is a good thing for individuals and society, giving good reasons for their ideas	
Summer Term 1	People of God - L2.2 What is it like for someone to follow God?	<p>Making Sense of Belief</p> <ul style="list-style-type: none"> ▪ Make clear links between the story of Noah and the idea of covenant <p>Understanding the Impact</p> <ul style="list-style-type: none"> ▪ Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony <p>Making Connections</p> <ul style="list-style-type: none"> ▪ Make links between the story of Noah and how we live in school and the wider world. 	<p>To build on the knowledge learnt in KS1:</p> <ul style="list-style-type: none"> ▪ Fundamental to Christian belief is the existence of God, Father, Son and Holy Spirit. <p>This links with our overarching school value of respect and our termly value of perseverance.</p>
Summer Term 2	Thematic Study - L2.12 How and why do people try to make the world a better place?	<p>Making Sense of Belief</p> <ul style="list-style-type: none"> ▪ Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin) ▪ 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 (e.g. tikkun olam and the charity Tzedek) ▪ Describe some examples of how people try to live (e.g. individuals and organisations) ▪ Identify some differences in how people put their beliefs into action <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 about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views. 	<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 and how people want to make the world better.</p> <p>This links with our overarching school value of respect.</p>

UKS2

Autumn Term 1	Creation - U2.2 Creation & Science – Conflicting or Complementary?	<p>Making Sense of Belief</p> <ul style="list-style-type: none"> ▪ Identify what type of text some Christians say Genesis 1 is, and its purpose. 	To build on the knowledge learnt in LKS2 that:
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		<ul style="list-style-type: none"> ▪ Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations <p>Understanding the Impact</p> <ul style="list-style-type: none"> ▪ Make clear connections between Genesis 1 and Christian belief about God as Creator. ▪ Show understanding of why many Christians find science and faith go together <p>Making Connections</p> <ul style="list-style-type: none"> ▪ Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses. ▪ Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views 	<ul style="list-style-type: none"> ▪ As human beings are part of God’s good creation, they do best when they listen to God. ▪ The Bible shows that God wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments). ▪ [Building block from EYFS: Christians believe God made our wonderful world and so we should look after it.] ▪ This links with our overarching school values of respect and our termly value of kindness and also integrity.
<p>Autumn Term 2</p>	<p>Incarnation - U2.3 Why do Christians believe Jesus was the Messiah? (Christmas)</p>	<p>Making Sense of Belief</p> <ul style="list-style-type: none"> ▪ Explain the place of Incarnation and Messiah within the ‘big story’ of the Bible. ▪ Identify Gospel and prophecy texts, using technical terms. ▪ Explain connections between biblical texts, Incarnation and Messiah, using theological terms <p>Understanding the Impact</p> <ul style="list-style-type: none"> ▪ Show how Christians put their beliefs about Jesus’ Incarnation into practice in different ways in celebrating Christmas. ▪ Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible <p>Making Connections</p> <ul style="list-style-type: none"> ▪ Weigh up how far the idea of Jesus as the ‘Messiah’ — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people’s lives, giving good reasons for their answers 	<p>To build on the knowledge learnt in LKS2 that:</p> <ul style="list-style-type: none"> ▪ God - Fundamental to Christian belief is the existence of God, Father, Son and Holy Spirit ▪ Incarnation - The New Testament presents Jesus as the answer: the Messiah and Saviour, who will repair the effects of sin and the Fall and offer a way for humans to be at one with God again. Incarnation means that Jesus is God in the flesh, and that, in Jesus, God came to live amongst humans. <p>This links with our overarching school value of respect and our termly value of love.</p>

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<p>Spring Term 1</p>	<p>Hindu Faith - U2.7 Why do Hindus want to be good?</p>	<p>Making Sense of Belief</p> <ul style="list-style-type: none"> ▪ Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately. ▪ Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha etc <p>Understanding the Impact</p> <ul style="list-style-type: none"> ▪ Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live ▪ Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha etc. ▪ Give evidence and examples to show how Hindus put their beliefs into practice in different ways <p>Making Connections</p> <ul style="list-style-type: none"> ▪ Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus. ▪ Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view 	<p>This unit focuses on Hinduism and builds on work that pupils will have done in unit L2.7 where they focused on the concept of Brahman/God in Hinduism. This unit is suitable for Y5 and Y6 and begins with a recap of work from unit L2.7.</p> <p>This unit covers key Hindu concepts about life, death and rebirth. Pupils have the opportunity focus on different views about life after death in other units</p> <p>This links with our overarching school values of respect and forgiveness.</p>
<p>Spring Term 2</p>	<p>Thematic Study - U2.10 What matters most to Humanists and Christians?</p>	<p>Making Sense of Belief</p> <ul style="list-style-type: none"> ▪ Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) ▪ Make links with sources of authority that tell people how to be good (e.g. Christian ideas of ‘being made in the image of God’ but ‘fallen’, and Humanists saying people can be ‘good without God’) <p>Understanding the Impact</p> <ul style="list-style-type: none"> ▪ Make clear connections between Christian and Humanist ideas about being good and how people live ▪ Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view ▪ 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"> ▪ Raise important questions and suggest answers about how and why people should be good 	<p>This is a unit that concentrates on the values and ways of living of Christians and Humanists. It is positive about the values found in both of these communities, but notes real and definitive differences between these visions of how to live. For some pupils, it will be the most substantial engagement with Humanism in RE in KS2. Pupils will have been learning that some people are non-religious, and will have found out in several units that the Humanists are a visible group of non-religious people in the UK today.</p> <p>This links with our overarching school value of respect.</p>

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		<ul style="list-style-type: none"> Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views 	
Summer Term 1	God - U2.1 What does it mean if Christians believe God is holy and loving?	<p>Making Sense of Belief</p> <ul style="list-style-type: none"> Identify some different types of biblical texts, using technical terms accurately. Explain connections between biblical texts and Christian ideas of God, using theological terms <p>Understanding the Impact</p> <ul style="list-style-type: none"> Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed. Show how Christians put their beliefs into practice in worship <p>Making Connections</p> <ul style="list-style-type: none"> Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own 	<p>To build on the knowledge learnt in LKS2:</p> <ul style="list-style-type: none"> Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping. Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also loving, forgiving, and full of grace. Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching. Christians believe getting to know God is like getting to know a person rather than learning information. <p>This links with our overarching school values of respect and integrity.</p>
Summer Term 2	Thematic Study - U2.11 Why do some people believe in God and some people not?	<p>Making Sense of Belief</p> <ul style="list-style-type: none"> Define the terms ‘theist’, ‘atheist’ and ‘agnostic’ and give examples of statements that reflect these beliefs Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from Give examples of reasons why people do or do not believe in God 	<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>

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		<p>Understanding the Impact</p> <ul style="list-style-type: none">▪ Make clear connections between what people believe about God and the impact of this belief on how they live▪ Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis) <p>Making Connections</p> <ul style="list-style-type: none">▪ Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging▪ Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not▪ Make connections between belief and behaviour in their own lives, in the light of their learning.	<p>This links with our overarching school value of respect.</p>
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