

Subject Lead: Miss I. Mawdsley

Refer to- Agreed Syllabus for Religious Education 2016 Found: Planning > Curriculum > New national curriculum. Planning > RE New Syllabus 2016

Please note: Use the original document for more in-depth planning, however, some questions have been changed to ensure they are appropriate.

Learning about and Learning from religion should be used for Learning Objectives.

	Religions covered	Autumn	Spring	Summer
Y1	Christianity Judaism	<p><b><u>Belonging</u></b>  <i>What does it mean to belong?</i>  <i>How does a Christian show that they belong?</i>  <i>How does a Jewish person show that they belong?</i></p> <p><b><u>Christmas</u></b>            The birth of Jesus, why do Christians give gifts at Christmas and Saint Nicholas.</p>	<p><b><u>Believing</u></b>  <i>What do you believe in?</i>  <i>What makes something special?</i></p> <p><b><u>New life/ Symbols</u></b>  <i>What are symbols? Do we know any Christian symbols?</i>  <i>What symbols are important to you?</i></p>	<p><b><u>Celebrations</u></b>  <i>What are celebrations?</i>  <i>Which celebration is your favourite and why?</i></p> <p><b><u>Myself</u></b>  <i>What is special about me?</i>  <i>How can I treat people how I want to be treated?</i></p>
Learning about		I can remember a religious story and talk about it.	I can remember a religious story and talk about it.	I can use some religious words and phrases to recognise and name features of religious life and practice.
Learning from		I can talk about things that happen to me.	I can talk about what I find interesting or puzzling.	I can talk about what is important to me and to other people.
Y2	Christianity Judaism	<p><b><u>Believing/ Story</u></b>  <i>What makes a good story?</i>            Listen and respond to a range of Bible stories.  <i>Which Bible story was your favourite and why?</i></p>	<p><b><u>Jewish Symbols &amp; Belonging</u></b>  <i>What do you belong to? (clubs, family, etc)</i>  <i>How does a Jewish person show they belong?</i></p> <p><b><u>Easter</u></b>            Retell the Easter story creatively and discuss symbols linked to Easter.</p>	<p><b><u>Leaders and Teachers</u></b>  <i>What is a leader?</i>            Discuss leaders in religions and the wider community.  <i>How could you be a good leader?</i></p>
Learning about		I can retell religious stories.	I can suggest meanings for religious actions and symbols. I can use religious words and phrases to identify some features of religion and its importance for some people.	I have begun to show an awareness of similarities in religions.
Learning from		In relation to matters of right and wrong, I can recognise my own values and those of others.	I can ask and respond sensitively to questions about my own and others' experiences and feelings.	I can recognise that some questions cause people to wonder and are difficult to answer.

	Religions covered	Autumn	Spring	Summer
Y3	Hinduism Christianity Judaism Islam	<p><b><u>Hinduism</u></b>  <i>What does God mean to you?            What does God/s mean to Hindus?</i></p> <p><b><u>Christianity</u></b>  <i>What is Christmas?            What is the meaning of Christmas and what does it mean to you?</i></p>	<p><b><u>Judaism</u></b>  <i>What do you think a Messiah is?            What have you learnt about the meaning of a Messiah?</i></p> <p><b><u>Christianity</u></b>  <i>What Bible stories do you know?            Give an example of a Bible story. What is the message it teaches?</i></p>	<p><b><u>Christianity</u></b>  <i>What ceremonies take place in a church?            Based on what you have learnt, which ceremony is your favourite and why?</i></p> <p><b><u>Islam</u></b>  <i>Do you think we should have rules?            What rules would you chose?</i></p>
Learning about		I can make links between beliefs and sources, including religious stories and sacred texts.	Uses a developing religious vocabulary to describe some key features of religions, recognising similarities and differences.	I have begun to identify the impact religion has on believers lives. I can describe some forms of religious expression.
Learning from		I can ask important questions about life and compare my ideas with those of other people.	I can compare some of the things that influence me with those that influence others.	I can link things that are important to me and other people with the way I think and behave.
Y4	Hinduism Christianity Judaism Islam	<p><b><u>Hinduism</u></b>  <i>What do you think the qualities of a God should be?            (After learning about Hindu Gods repeat the question)            What do you think the qualities of a God should be?</i></p> <p><b><u>Christianity</u></b>  <i>If you were a wise man or a king what would you take to Jesus when he was born?            Is the traditional story of Christmas the only recount of what happened? How do you know?</i></p>	<p><b><u>Judaism</u></b>  <i>Do you think we need to have celebrations of key events?            Why do you think people have celebrations in different religions?</i></p> <p><b><u>Christianity</u></b>  <i>Which celebration do Christians think is most important Christmas or Easter?            Why do you think that some Christians believe that Jesus' death was more important than his birth?</i></p>	<p><b><u>Christianity</u></b>  <i>How do you think the world was made?            Do you believe the world was created by God?</i></p> <p><b><u>Islam</u></b>  <i>Why do some religions need to give something up? E.g. fast.            Would there be an important reason that you would give something up for? Why?</i></p>
Learning about		I can use a developing range of religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences.	I can describe similarities and difference both within and between religions. I can suggest meanings for a range of forms of religious expression.	I can describe the impact of religion on people's lives.
Learning from		I can apply my ideas to my own and other people's lives.	I can describe what inspires and influences myself and others.	I can raise and suggest answers to questions of identity, belonging, meaning, purpose, truth, values and commitments.

Religions covered		Autumn	Spring	Summer
Y5	Christianity Islam Hinduism Judaism	<p><b><u>Christianity</u></b>  <i>Have you ever been on a special journey for a special reason (not a holiday)?            Would you be prepared to travel on a long hard journey on foot, no comfort, for a good reason?</i></p> <p><b><u>Islam</u></b>  <i>Do you have a daily routine? What is it like?            Would you change your daily routine for any particular reason?</i></p>	<p><b><u>Hinduism</u></b>  <i>Why do some people believe holy water has special qualities? E.g. can cure people.            Do the children know some of the key elements of Hindu faith? Compare with Christianity.</i></p> <p><b><u>Christianity</u></b>  <i>After reading and discussing the given stories:            How does it show what God is like?            If you believe in God is he all good or can he be bad? (natural disasters)</i></p>	<p><b><u>Judaism</u></b>  <i>Why might people want a meeting place for religion?            Would you want to celebrate key events in your life in a religious building? Why?</i></p> <p><b><u>Christianity</u></b>  <i>Have you ever prayed? Do you think prayers work?            Have any of your prayers worked? How would you know? If you have not prayed, would you pray for something? If so, what?</i></p>
		I can use an increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities.	I can understand that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this. I can explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within and between religions.	I can describe why people belong to religions.
Learning about		I can ask and suggest answers to questions of identity, belonging, meaning, purpose and truth, values and commitments, relating them to my own and other's lives.	In relation to matters of right and wrong, I can recognise my own values and those of others.	I can explain what inspires and influences me, expressing my own and others' views on challenges of belonging to a religion.
Learning from		I can interpret the significance of different forms of religious, spiritual and moral expression.	I can use religious and philosophical vocabulary to give informed accounts of religion and beliefs, explaining the reasons for diversity within and between them.	I can explain why the impact of religions and beliefs on individuals, communities and societies vary. I can interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions and ethical issues.
Y6	Christianity Islam Hinduism Judaism	<p><b><u>Christianity</u></b>  <i>Would you give money to Charity?            Do you need to give money or are there other ways of giving to charity?</i></p> <p><b><u>Islam</u></b>  <i>What do you understand by the word respect?            Does everyone respect things in the same way?</i></p>	<p><b><u>Hinduism</u></b>  <i>Why do you think people pray to symbols or icons?            What symbols or icons influence your life?</i></p> <p><b><u>Christianity</u></b>  <i>Who has inspired you in your life? Why are they inspirational?            What characteristics do you believe makes an inspirational person? Why?</i></p>	<p><b><u>Judaism</u></b>  <i>What makes a good leader?            What skills could you develop to become a good leader?</i></p> <p><b><u>Hinduism</u></b>  <i>Do you believe in fate?            Are you in charge of your own destiny? Are some people luckier than others?</i></p>
		I can consider the challenges of belonging to a religion in the contemporary world, focusing on values and commitments.	I can use reasoning and examples to express insights into the relationships between beliefs, teaching and world issues.	I can express insights into my own and others' views on questions of identity and belonging, meaning, purpose and truth.
Learning about		I can interpret the significance of different forms of religious, spiritual and moral expression.	I can use religious and philosophical vocabulary to give informed accounts of religion and beliefs, explaining the reasons for diversity within and between them.	I can explain why the impact of religions and beliefs on individuals, communities and societies vary. I can interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions and ethical issues.
Learning from		I can consider the challenges of belonging to a religion in the contemporary world, focusing on values and commitments.	I can use reasoning and examples to express insights into the relationships between beliefs, teaching and world issues.	I can express insights into my own and others' views on questions of identity and belonging, meaning, purpose and truth.