

Long Term Plan – Religious Education Cycle 2

RE – Cycle 1 – All planning based upon Kirklees Agreed Syllabus

	Autumn		Spring		Summer	
	1	2	1	2	1	2
	Nursery RE in nursery is embedded within wider topics					
	Reception RE is embedded within wider topics in reception class					
Class 1	<p>Who brought messages about God and what did they say?</p> <p>To be able name some of the early figures in the Old Testament</p> <p>To retell and suggest meanings for stories about the birth of Jesus</p> <p>Make links between the old testament stories and the way Christians behave</p>	<p>What is Christmas – Gifts and Giving (Twinkl)</p> <p>To know that many Christians give gifts and Christmas</p> <p>To explain the difference between giving and receiving gifts</p> <p>To understand how gift giving today relates to the first gifts given to Jesus – what these were and why they were important</p> <p>To understand what a nativity is</p>	<p>Which books & stories are special?</p> <p>To talk about books which are special to individuals and which books are special to different religions (Christianity & Islam)</p> <p>To understand how some books are special within a religion and how they are treated</p> <p>To know the story of “The Good Samaritan” and “The Prophet Mohammed and the Camel”</p>	<p>How and why do we celebrate special events?</p> <p>To know and name some celebrations and how these are celebrated eg Harvest festival (Christians), Eid (Muslims) and birthdays (secular)</p> <p>To know how marriage is celebrated by Christians and Muslims</p> <p>Explain own experiences and feeling connected to a variety of celebrations</p>	<p>How and why do we care for others?</p> <p>To recall and talk about some religious stories eg “The Lost Son” (Christianity) and “Seven New Kittens” (Islam)</p> <p>To be able to respond to questions about stories</p> <p>To give ideas of how to care for others and identify those that they care about</p> <p>To understand the concept of charity</p>	<p>What does it mean to belong to a church or a mosque?</p> <p>To talk about places of worship eg Church and mosque</p> <p>To know what happens in places of worship ordinarily and on special occasions</p> <p>To notice and talk about objects and symbols in places of worship</p>
Class 2	<p>How is new life welcomed?</p> <p>To find out and talk about different ways of welcoming new life</p> <p>To recognise similarities and differences in welcoming ceremonies for welcoming new babies</p> <p>To respond sensitively to the feelings and beliefs of Christians and Muslims</p> <p>To ask and respond to questions about belonging</p>	<p>Light and Dark (Twinkl)</p> <p>To understand that Advent is the count down to Christmas</p> <p>To know why is light important at Christmas</p> <p>To know the story of Rama and Sita (Hindus and Divali)</p> <p>To know why light is important to Jewish people at Hanukkah (Judaism)</p>	<p>How can we make good choices?</p> <p>To know why we have rules in life – specific to self and those in the immediate and wider communities</p> <p>To know the ten commandments</p> <p>To know the five pillars of Islam</p> <p>To hear and retell three moral stories eg “The Emperor and the Seed” (Islam), “Androcles and the Lion” (Aesop’s Fable) and a Christian story eg “The Good Samaritan”</p>	<p>How and why do people pray?</p> <p>To know how Christians and Muslims Pray</p> <p>To know some artefacts relating to prayer</p> <p>To recognise similarities and difference between the ways Christians and Muslims pray</p> <p>To begin to express their own ideas about the meaning of prayer</p>	<p>How can we look after our planet?</p> <p>To know that different people and religions have different beliefs about creation</p> <p>To know the Christian story of creation</p> <p>To know how our actions impact on the wider world eg recycle</p> <p>To explore common moral dilemmas eg is it wrong is a starving child steals a loaf of bread?</p>	<p>What did Jesus teach and how did he live?</p> <p>To know how Jesus lived his life and how he died</p> <p>To know significant stories from the bible “Feeding of the 5000”, “The Prodigal Son”, “The healing of the blind man” and how these exemplify Jesus life and actions</p> <p>To know who the 12 disciples were and how they related to Jesus</p>

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<p>Class 3-4</p>	<p>Judaism (Twinkl) To know who founded Judaism and where To know the main beliefs within Judaism To explain which places are special to Jews To know special Jewish Festivals To explain what the Jewish Holy book is and how it is used To name and explain the meaning of Jewish symbols</p>	<p>Sikhism (Twinkl) To know who founded Sikhism and where To know the main beliefs within Sikhism To explain which places are special to Sikhs To know special Sikh Festivals To explain what the Sikh Holy book is and how it is used To name and explain the meaning of Sikh symbols</p>	<p>Spring 1 and Spring 2 What is spirituality – unit 3.2 To observe and respond thoughtfully to the ways beliefs and spirituality are expressed through various art forms To know how religions which do not allow pictures of prophets or leaders might express their beliefs through other art forms eg patter/calligraphy To express their beliefs and values through creating a pieces of expressive art Focus – Islam (pattern) and Judaism (dance) but to include Christianity (visual art) and Sikhism (music)</p>	<p>Spring 2 Easter Around the World To compare the ways easter is celebrated in different countries around the world To understand the significance of food at Easter and how this differ from country to country and why</p>	<p>Summer 1 & Summer 2 Christian Stories – units 3.3 & 3.4 (Focus Christianity & Judaism) To be able to retell some well known parables and teachings of Jesus and consider their meaning* Observe & consider how the bible influences Christians in the way they live Respond thoughtfully and express ideas about right and wrong To relate the stories and teachings of Jesus to life for modern day Christians To understand why the bible is an important book to Christians To understand the Christian rules * The Befriending of Zacchaeus by Jesus – friendship; Joseph and his brother – mending of friendships (learn a song); The paralysed Man, Jesus Heals a Blind Beggar, The Healing of the Crippled Man, Bartimaeus, Jesus Heals a Deaf & Dumb Man - healing Consider, compare respond to creation stories from Sikhism. Islam Christianity, Judaism,</p>	
<p>Class 4-5</p>	<p>How are important events remembered in ceremonies 4.1 To describe the different festivals and make links between them Explain and give reasons for the celebration of each festival To express ideas and opinions about what light represents Focus Divali & Ancient civilisation light festival & pagan light festivals</p>	<p>What faiths are shared in our country? 4.2 To explore and describe ways beliefs and values are expressed through symbols and actions To understand how we show belonging To know how belonging to a community can be valuable and also challenging Focus Islam and Sikhism</p>	<p>How do the 10 Commandments guide Christians in life? 4.3 To describe and explain the key teachings of Christianity and explain the different ways in which these are interpreted To understand and describe how Christian beliefs impact in a variety of ways on the lives and decisions of believers To know that Christians can make pilgrimages</p>	<p>Why are Gurus at the heart of Sikh belief and practice? 4.4 To explain and give reasons for Sikh values To know the lineage of Sikh Gurus To know why there were only ten Gurus To know that the Guru Gran Sahib is the holy book for Sikhs</p>	<p>Why are some places and journeys special? 5.1 To know that many religions request members make a religious pilgrimage Identify and explain some of the special paces and journeys Suggest reasons why special journeys and places inspire people Investigate the process of making a pilgrimage and the challenges this may present Focus – Islam and Sikhism</p>	<p>What values are shown in codes for living? 5.2 Make connections between morals and values found within religions and every day life Identify and explain similarities between Christians and Jews Investigate and evaluate values and how people choose to live their lives Focus – Jews and Christians</p>

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Class 5-6	<p>Should we forgive others? 5.3</p> <p>Explain some ways in which they have faced the challenges of reconciliation or forgiveness in the light of religious teachings</p> <p>Explore and express their views about the consequences of forgiveness for themselves</p> <p>Give a considered response to the examples of reconciliation studied suggesting how these examples have followed Christian teaching.</p>	<p>What do Christians believe about old and new covenants? 5.4</p> <p>Make connections between the different narratives and the continued covenant between God and the people.</p> <p>Compare the different titles used by and of Jesus.</p>	<p>How do Sikhs show commitment? 6.1</p> <p>Compare and contrast Sikh beliefs and ways of life with those of other faiths</p> <p>Investigate and present ideas about the impact of Sikh beliefs and practices on individuals and communities</p>	<p>6.2 What do Christians believe about Jesus' death and resurrection?</p> <p>Compare/ contrast Bible accounts of Jesus' death & resurrection.</p> <p>Explain range of opinions - give reasons for why Jesus' death is seen as a sacrifice & way of forgiveness /salvation.</p> <p>Weigh up different points of view about how forgiveness/ reconciliation are shown</p> <p>Give a considered response to how Christians celebrate festivals, including Ascension and Pentecost.</p>	<p>How do Jews remember Kings and prophets in worship and life? 6.4</p> <p>Evaluate and analyse how and why festivals in Judaism are celebrated</p> <p>Make well informed responses to Jewish ways of life including mitzvah and Shema.</p>	<p>How does growing up bring responsibilities and commitments? 6.3</p> <p>Evaluate different arguments about the rights and responsibilities of teenagers and the ages these should be applied.</p>
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