

Torre C of E Academy

RE Long Term Plan 2016/2017

EYFS RE – Christianity and Hinduism

	Autumn 1	Autumn 2	Spring	Summer
EYFS	GOD/CREATION (UC) Why is the word 'God' so important to Christians?	INCARNATION (UC) Why do Christians perform nativity plays at Christmas?	SALVATION (UC) Why do Christians put a cross in an Easter garden?	Hinduism What do Hindu's believe and how to they show this?

Years 1 and 2 Content Focussed RE – Christianity and Judaism

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 1/2 (A)	GOD (UC) What do Christians believe God is like?	INCARNATION (UC) Why does Christmas matter to Christians?	The Festival of Passover Introducing Jews and why Passover is important to them	SALVATION (UC) <i>Digging Deeper Unit:</i> Why does Easter matter to Christians?	The Christian Way of Life How Christians follow Jesus by helping others	Jewish Family Traditions How Shabbat is celebrated in a Jewish home
Years 1/2 (B)	CREATION (UC) Who made the World?	INCARNATION (UC) <i>Digging Deeper Unit:</i> Why does Christmas matter to Christians?	The Jewish Way of Life How Jews talk about G-d, the commandments and what it means to be a prophet of G-d	SALVATION (UC) Why does Easter matter to Christians?	Jewish Stories The stories of the Rabbis, such as Rabbi Akiva and why these are special to Jews	GOSPEL (UC) What is the good news Jesus brings?

Years 3 and 4 Content Focussed RE – Christianity, Hinduism and Sikhism

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 3/4 (A)	PEOPLE OF GOD (UC) What is it like to follow God?	GOSPEL (UC) What kind of world did Jesus want?	Introducing Hinduism Where are Hindus locally, nationally and internationally? What are the key beliefs/practices?	Festival Comparison How Hindus celebrate Holi and compare this to Easter	INCARNATION/GOD (UC) What is the Trinity?	The Church Knowing and understanding the difference between types of church building
Years 3/4 (B)	CREATION/FALL (UC) What do Christians learn from the creation story?	The Christian Way of Life How the Salvation Army and other groups respond to poverty at Christmas	SALVATION (UC) Why do Christians call the day Jesus died 'Good Friday'?	KINGDOM OF GOD (UC) When Jesus left, what was the impact of Pentacost?	Introducing Sikhism Where are Sikhs locally, nationally and internationally? What are the key beliefs/practices?	Belonging Comparison What it means to be a member of the Khalsa and compare this with a Christian being confirmed

Years 5/6 Content Focussed RE – Christianity, Judaism and Humanism, Islam

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5/6 (A)	GOD (UC) What does it mean if God is Holy and loving?	INCARNATION (UC) Was Jesus the Messiah?	PEOPLE OF GOD (UC) How can following God bring freedom and justice?	SALVATION (UC) <i>Year 5 Unit:</i> What did Jesus do to save human beings?	Judaism Where are Jews locally, nationally and internationally? What are the key beliefs/practices?	Jewish/Humanist comparison Rites of passage for Jews compared with Humanists
Year 5/6 (B)	Introducing Islam Where are Islam locally, nationally and internationally? What are the key beliefs/practices?	Islam - Muhammad The importance of the prophet Muhammad and the journey of the Hajj	CREATION/FALL (UC) Creation and Science: Conflicting or complementary?	SALVATION (UC) <i>Year 6 Unit:</i> What difference does the resurrection make to Christians?	GOSPEL (UC) What would Jesus do?	KINGDOM OF GOD (UC) What kind of king is Jesus?

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RE Outcomes 2016/2017

EYFS

Autumn 1 – God

Pupils can:

- Understand to a Christian the word 'God' is the name of the creator of the universe
- retell the story of creation and Christians give thanks to God at Harvest time
- identify that a church is a Christian place of worship

Autumn 2 – Incarnation

Pupils can:

- recognise that Christians believe that Jesus was God born as a baby
- match up the key figures in the nativity set to the different parts of the story
- name some special things that Christians do at Christmas to share God's love

Spring – Salvation

Pupils can:

- understand that Easter is the most important Christian festival of the year and lasts longer than just one day
- identify why a palm cross is a special symbol, or reminder, for Christians
- explore how crosses are used to celebrate Easter at home and at church

Summer – Hinduism

Pupils can:

- explain the main beliefs of Hinduism
- explore how a Hindu family show their beliefs
- describe how the festival Raksha Bandhan celebrates the love between brothers and sisters

Years 1/2 (A)

Autumn 1 – God

Pupils can:

- identify what a parable is tell the story of the Lost Son, recognising a link with the concept of God as a forgiving Father
- give two examples of a way in which Christians show their belief in God as loving and forgiving
- consider whether they can learn anything from the story themselves, exploring different ideas

Autumn 2 – Incarnation

Pupils can:

- give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians
- give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas
- decide what they personally have to be thankful for at Christmas time

Spring 1 – The Festival of Passover

Pupils can:

- tell the story of Passover from Exodus and know why it is important for Jews
- identify qualities of a great leader, with reference to Moses
- plan a Seder meal and say why this is important for Jewish families

Spring 2 – Salvation

Pupils can:

- recognise that God, Incarnation, Gospel and Salvation are part of the 'big story' of the Bible
- tell the stories of Holy Week and Easter and make a link with the idea of salvation (Jesus rescuing people)
- give examples of how Christians show their beliefs about Jesus as a saviour in church worship

Summer 1 – The Christian Way of Life

Pupils can:

- explain the work of one Christian charity
- link the work of the charity to the story of Jesus
- organise ways of supporting the charity as a class

Summer 2 – Jewish family traditions

Pupils can:

- link the keeping of Shabbat to the story of Creation and the Ten Commandments
- plan and share a Shabbat meal in class
- reflect on the importance of resting together as a family for Jewish and non-Jewish people.

Years 1/2 (B)

Autumn 1 – Creation

Pupils can:

- retell the story of creation and recognise that it is the beginning of the ‘big story’ of the Bible
- say what the story tells Christians about God, creation and the world
- think, talk and ask questions about living in an amazing world

Autumn 2 – Incarnation

Pupils can:

- recognise that Incarnation is part of the ‘big story’ of the Bible
- tell the story of the birth of Jesus and recognise the link with incarnation – Jesus is ‘God on Earth’
- think, talk and ask questions about the Christmas story and the lessons they might learn from it: for example, about being kind and generous

Spring 1 – Jewish way of life

Pupils can:

- talk about the idea that God has given the Jewish the Torah, and that the Torah has commandments
- show how the Torah would be treated by Jews in the synagogue
- understand how the commandments about keeping kosher have an impact of what Jews can and cannot eat and how that may have an impact on a kitchen in a Jewish home

Spring 2 – Salvation

Pupils can:

- recognise that Incarnation and Salvation are part of the ‘big story’ of the Bible
- give examples of how Christians show their beliefs about Jesus’ death and resurrection in church worship at Easter
- consider whether the story of Easter has anything to say to them about sadness, hope or Heaven

Summer 1 – Jewish Stories

Pupils can:

- recall the story of Rabbi Akiva
- retell one the parables of Rabbi Akiva and explain why the life and teaching of the Rabbi might be an inspiration for Jews today
- consider why the stories of the Rabbis are as important for Jews

Summer 2 – Gospel

Pupils can:

- tell stories from the Bible and recognise a link with the concept of ‘Gospel’ or good news
- recognise that Jesus gives instructions to people about how to behave
- question whether Jesus’ ‘good news’ is only good news for Christians, or if there are things for anyone to learn

Years 3/4 (A)

Autumn 1 – People of God

Pupils can:

- identify how the story of Noah explains the idea of covenant
- understand that The People of God try to live the way God wants, following his commands and worshipping him
- explore the links between promises in the story of Noah and the promises that Christians make at a wedding ceremony

Autumn 2 – Gospel

Pupils can:

- name the four Gospels and understand that these were the four earliest accounts of the life of Jesus
- Give examples from the Gospels showing how Jesus challenges everyone about how to live
- compare the gospels of Mark and Luke in relation to the Christmas story and identify the similarities and differences

Spring 1 – Introducing Hinduism

Pupils can:

- identify where Hindus are locally and nationally.
- explain how Hindus talk about God and the gods, especially Vishnu and Shiva
- describe puja (the offering of food to Gods) as carried out in a Hindu home.

Spring 2 – Hinduism/Christian Festival Comparison

Pupils can:

- tell the story of Holi and describe how it is celebrated
- compare and contrast the festival of Holi with the Christian celebration of Easter
- answer the question: How do Hindus and Christians celebrate new life in the Spring?

Summer 1 – Incarnation/God

Pupils can:

- understand that Christians believe God is Trinity: Father, Son and Holy Spirit
- describe how Christians show their beliefs about God the Trinity in worship and in the way they live
- describe talk about what they find mysterious about God

Summer 2 – The Church

Pupils can:

- distinguish between the layout of an Anglican Parish church and that of a non-Conformist/Methodist chapel and compare and contrast the features
- explain why these differences came about and how they affect worship in these different communities. e.g. focus on the Eucharist in the Anglican church and the preaching of the Word in non-Conformist churches
- demonstrate technical language in their descriptions of churches: such as altar, pulpit, lectern, baptistery, sanctuary, quire, nave etc.

Years 3/4 (B)

Autumn 1 – Creation/Fall

Pupils can:

- place the concepts of God and Creation on a timeline of the Bible's 'Big Story'
- describe the links between Genesis 1 and what Christians believe about God and Creation
- explore what Christians do because they believe God is Creator (e.g. care for the earth in some specific ways)

Autumn 2 – The Christian Way of Life

Pupils can:

- make the connection between the Christmas story in Luke's Gospel and poverty
- understand that Christmas is important for a Christian society
- show how one Christian charity responds to the needs of the most vulnerable in society at Christmas

Spring 1 - Salvation

Pupils can:

- order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'
- explain the links between the Gospel texts and how Christians mark the Easter events in church communities
- describe how the various events of Holy Week were important in showing the disciples what Jesus came to earth to do

Spring 2 – Kingdom of God

Pupils can:

- make clear links between the story of Day of Pentecost and the Christian belief about the Kingdom of God on Earth
- give examples of what Pentecost means to some Christians now
- explain that Christians believe that Jesus is still alive, and rules in their hearts and lives by the Holy Spirit, if they let him.

Summer 1 – Introducing Sikhism

Pupils can:

- identify where Sikhs are locally and nationally.
- examine how and why the five Ks are important to Sikhs
- describe the importance to the langar for Sikh communities

Summer 2 – Sikhism/Christianity: Belonging

Pupils can:

- recall the story of Guru Gobind Singh and the first five members of the Khalsa
- describe why and how Sikhs become members of the Khalsa
- compare and contrast this with a Christian being confirmed in an Anglican church

Year 5/6 (A)

Autumn 1 – God

Pupils can:

- identify some different types of Biblical texts, using technical terms accurately
- explain connections between biblical texts and Christian ideas of God, using theological terms
- show how Christians put their beliefs into practice in worship

Autumn 2 – Incarnation

Pupils can:

- explain the place of Incarnation and Messiah within the 'big story' of the Bible
- comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible
- analyse how the idea that Jesus is the Messiah is important in the world today

Spring 1 – People of God

Pupils can:

- explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms
- explore ways in which some Christians put their beliefs into practice by trying to bring freedom to others
- identify ideas about freedom and justice arising from their study of the Bible texts

Spring 2 – Salvation

Pupils can:

- 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
- make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper

Summer 1 – Judaism

Pupils can:

- identify where Jews are locally and nationally.
- explain the three significant concepts of God, Torah and Israel (the latter in relation to people, land and State), especially as seen in the celebration of Passover
- describe the importance Shabbat for Jewish families and communities.

Summer 2 – Jewish/Humanist Rites of Passage

Pupils can:

- describe how Jews welcome babies, including B'rit Milah, and the transition to adulthood as seen in Bar/Bat Mizvah and marriage
- identify how non-religious people, such as Humanists have designed rites of passage for their members
- consider why rites of passage have become important for human communities – with a focus on identity and belonging

Year 5/6 (B)

Autumn 1 – Introducing Islam

Pupils can:

- identify where Muslims are locally and nationally.
- explain Islamic ideas about the nature of God, the role of prophets – especially Muhammad – and the importance of the Qur'an
- describe the importance Ramadan for Muslim families and communities.

Autumn 2 – Islam: Muhammad

Pupils can:

- recall the story of the Muhammad and demonstrates how this relates to the Hajj
- describe what would be involved for a Muslim living in Torbay who was going on the Hajj
- examine why pilgrimage is seen as important in many religious traditions, including some forms of Christianity
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Spring 1 – Creation/Fall

Pupils can:

- outline the importance of Creation on the timeline of the 'big story' of the Bible
- show an understanding of why many Christians find science and faith go together
- analyse how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account

Spring 2 – Salvation

Pupils can:

- outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation
- explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms
- show how Christians put their beliefs into practice in different ways

Summer 1 – Gospel

Pupils can:

- identify features of Gospel texts (for example, teachings, parable, narrative)
- suggest meanings of Gospel texts studied
- make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives

Summer 2 – Kingdom of God

Pupils can:

- explain connections between biblical texts and the concept of the Kingdom of God
- consider different possible meanings for the biblical texts studied, showing awareness of different interpretations
- identify how Christians put their beliefs into practice in different ways linking to the belief in the Kingdom of God