

## Newbold Verdon Primary School RE Long Term Plan

*The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.*

|        | Unit 1  | Unit 2  | Unit 3   | Unit 4   | Unit 5  | Unit 6  |
|--------|---|---|--|--|---|---|
| FS2    | F4 Being special: where do we belong?   | F2 Why is Christmas special for Christians?                             | F1 Why is the word 'God' so important to Christians?             | F3 Why is Easter special to Christians?                                    | F5 What places are special and why?                                     | F6 What times/stories are special and why?  |
| Year 1 | 1.10 What does it mean to belong to a faith community?  | 1.1 What do Christians believe God is like?                             | 1.7 Who is Jewish and how do they live?                          |  | 1.2 Who do Christians say made the world?                               | 1.9 How should we care for the world and for others, and why does it matter? (C, J, NR) |
| Year 2 | 1.6 Who is a Muslim and how do they live?   | 1.3 Why does Christmas matter to Christians?                            | 1.6 Who is a Muslim and how do they live? Part 2.                | 1.5 Why does Easter matter to Christians?                                  | 1.4 What is the 'good news' Christians believe Jesus brings?            | 1.8 What makes some places sacred to believers? (C,M)                                   |
| Year 3 | L2.1 What do Christians learn from the Creation story?<br>L2.2 What is it like for someone to follow God? |   | L2.9 How do festivals and worship show what matters to a Muslim? | L2.10 How do festivals and family life show what matters to Jewish people? | L2.4 What kind of world did Jesus want?                                 | L2.12 How and why do people try to make the world a better place? (C, M/J, NR)          |
| Year 4 | L2.3 What is the 'Trinity' and why is it important for Christians?  | L2.7 What do Hindus believe God is like?                                | L2.8 What does it mean to be Hindu in Britain today?             | L2.5 Why do Christians call the day Jesus died 'Good Friday'?              | L2.6 For Christians, when Jesus left, what was the impact of Pentecost? | L2.11 How and why do people mark the significant events of life? (C, H, NR)             |
| Year 5 | U2.1 What does it mean if Christians believe God is holy and loving?                                      | U2.8 What does it mean to be a Muslim in Britain today?                 | U2.3 Why do Christians believe Jesus was the Messiah?            | U2.9 Why is the Torah so important to Jewish people?                       | U2.4 Christians and how to live: 'What would Jesus do?'                 | U2.10 What matters most to Humanists and Christians? (C, M/J, NR)                       |
| Year 6 | U2.2 Creation and science: conflicting or complementary?  | U2.11 Why do some people believe in God and some people not?<br>(C, NR) | U2.7 Why do Hindus want to be good?                              | U2.5 What do Christians believe Jesus did to 'save' people?                | U2.6 For Christians, what kind of king is Jesus?                        | U2.12 How does faith help people when life gets hard?                                   |

Note: this model allows systematic religion units to lead into the thematic units, where pupils can make some comparisons between beliefs, at the end of each year. This model keeps the study of Christmas and Easter close to the appropriate time of year.