



## Christ Church CE (VC) Primary School

### Religious Education Long Term Plan September 20-21

Units taken from the North Yorkshire Syllabus, Understanding Christianity and The Diocese of Leeds Syllabus

Aims: The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

RE teaching and learning should enable pupils to...

A. Know about and understand a range of religions and worldviews.	B. Express ideas and insights about the nature, significance and impact of religions and worldviews.	C. Gain and deploy the skills needed to engage seriously with religions and worldviews.
<u>Believing</u> (Religious beliefs, teachings, sources; questions about meaning, purpose and truth)	<u>Expressing</u> (Religious and spiritual forms of expression; questions about identity and diversity)	<u>Living</u> (Religious practices and ways of living; questions about values and commitments)

#### End of key stage outcomes

RE should enable pupils to:

A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.	B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.	C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.
A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.	B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.	C2. Find out about and respond with ideas to examples of co-operation between people who are different.
A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.	B3. Notice and respond sensitively to some similarities between different religions and worldviews.	C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.

#### End of key stage outcomes

RE should enable pupils to:

A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.	B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.	C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.
A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.	B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.	C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.
A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.	C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<b>Class 1</b> <b>YR / Y1</b>  <b>A 20/21</b>  <b>B 21/22</b>	Who is a Christian and what do they believe? NYCC 1.1 (Believing?)	Which people are special and why? (Believing?) NYCC F2	Which places are special and why? Expressing NYCC F3	Which stories are special and why? Believing NYCC F1	Which times are special and why? Expressing NYCC F4	Where do we belong? Living NYCC F5	What is special about our world? Living NYCC F6
		Why is the word God so important to Christians? (Believing?) UC F1 (core only)	Why do Christians perform Nativity plays at Christmas? (Believing?) UC F2 (core only)	What makes every single person unique? (Expressing?) UC F2 [(revisit core+) deeper]	Why do Christians put a cross in the Easter garden? (Expressing?) UC F3 (core only)	How can we help others when they need it? (Living?) UC F3 (deeper)	How can we care for our wonderful world? (Living?) UC F1 [(revisit core+) deeper]
<b>Class 2</b> <b>Y1 / Y2</b>  <b>A 20/21</b>  <b>B 21/22</b>	Who is a Muslim and what do they believe? (Believing?) Diocese 1.7	What makes some places sacred? Expressing NYCC 1.5	What can we learn from sacred books? Believing NYCC 1.4	How and why do we celebrate sacred and special times? Expressing NYCC 1.6	What does it mean to belong to a faith community? Living NYCC 1.7	How should we care for others and the world and why does it matter? Living NYCC 1.8	
	What do Christians believe God is like? (Believing?) UC 1.1 (core & deeper)	Why does Christmas matter to Christians? (Expressing?) UC 1.3 (core & deeper)	What is the Good News that Jesus brings? (Living?) UC 1.4 (core & deeper)	Why does Easter matter to Christians? (Expressing?) UC 1.5 (core & deeper)	Who is a Muslim and what do they believe? Believing NYCC 1.2	Who made the world? (Living?) UC 1.2 (core only)	
<b>Class 3</b> <b>Y2 / Y3</b>  <b>A 20/21</b>  <b>B 21/22</b>	Who is Jewish and what do they believe? Believing NYCC 1.3	Why do people pray? Expressing NYCC L2.4	Why is the Bible important for Christians today? Believing NYCC L2.2	What are the deeper meanings of festivals? (Expressing?) Diocese L2.9	What does it mean to be a Christian in Britain today? Living NYCC L2.7	Who made the world? (Living?) UC 1.2 [(revisit core+) deeper]	
	What do different people believe about God? Believing NYCC L2.1	What kind of world did Jesus want? (Living?) UC 2A.4 (core & deeper)	What is the Trinity? (Expressing?) UC 2A.3 (core only)	Why do Christians call the day Jesus died Good Friday? (Expressing?) UC 2A.5 (core & deeper)	What is it like to follow God? (Living?) UC 2A.2 (core & deeper)	What do Christians learn from the creation story? (Believing?) UC 2A.1 (core only)	



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<b>Class 4</b> <b>Y4 / Y5</b>  <b>A 20/21</b>	Why is Jesus inspiring to some people? <b>Believing</b>  NYCC L2.3	What can we learn from religions about deciding what is right and wrong? <b>Living</b> NYCC L2.9	What is the Trinity? <b>(Expressing?)</b>  UC 2A.3 [(revisit core+) deeper]	Why do some people think that life is a journey? <b>Expressing</b>  NYCC L2.6	What does it mean to be a Hindu in Britain today? <b>Living</b>  NYCC L2.8	What do Christians learn from the creation story? <b>(Living?)</b> UC 2A.1 [(revisit core+) deeper]
	Why do some people believe God exists? <b>Believing</b>  NYCC U2.1	If God is everywhere, why go to a place of worship? <b>Expressing</b> NYCC U2.4	What does it mean to be a Muslim in Britain today? <b>Living</b> NYCC U2.6	Why are festivals important to religious communities? <b>Expressing</b> NYCC L2.5	How can following God bring freedom and justice? <b>(Living?)</b> UC 2B.3 (core & deeper)	What will make our town a more respectful place? <b>(Expressing?)</b> Diocese U2.12
<b>Class 5</b> <b>Y5 / Y6</b>  <b>A 20/21</b>	What does it mean for Muslims to follow God? <b>(Believing?)</b>  Diocese U2.9	Is it better to express your religion in arts and architecture or in charity and generosity? <b>Expressing</b> NYCC U2.5	Why is pilgrimage important to some religious believers? <b>(Expressing?)</b>  Diocese U2.13	What difference did the resurrection make to Christians? <b>(Believing?)</b>  UC2B.7 (core & deeper)	What matters most to Christians and Humanists? <b>Living</b>  NYCC U2.7	
	What would Jesus do? <b>Believing</b>  NYCC U2.2	What do religions say to us when life gets hard? <b>Believing</b>  NYCC U2.3	What difference does it make to believe in Ahimsa, Grace and Ummah? <b>Living</b> NYCC U2.8	When Jesus left, what was the impact of Pentecost? <b>(Living?)</b>  UC 2A.6 (core & deeper)	What kind of King is Jesus? <b>(Believing?)</b>  UC 2B.8 (core & deeper)	