

RE Long Term Plan Cycles A and B

Cycle A						
Year	Term	Learning Challenge	Key Questions	National Curriculum	Key Concepts	Vocabulary
Years 1 and 2	Autumn 1	Why can we learn from visiting a church?	LC1 -What is a church? LC2 - What happens in a church? LC3 - What can we see and hear in our local church? LC4 - What do we know about Autumn and Harvest? LC5 - What happens in the church at a Harvest Festival? LC6 - How might we care for the world? LC7 - What shall we ask our vicar about the church?	<ul style="list-style-type: none"> recognise and name some features of a church e.g. cross, altar, pew, window recognise and name some ways in which Christians worship in the church on Sunday eg prayer, hymns, Bible reading recognise some of the ways a vicar leads Sunday worship recall the Christian story of Creation recognise some features of a church Harvest festival talk about what they find interesting or puzzling in a church 	<ul style="list-style-type: none"> Leaders: introduction to local church leader e.g. vicar/priest/minister. The Church building as a place of worship and belonging - introduction to some features of churches e.g. cross, lectern, pulpit, altar. Sunday worship in church e.g. vicar, reading Bible, singing, prayers, sermon, Eucharist, words and actions. How Christians celebrate Harvest. The natural world as God's creation; human responsibility to care for the world (brief introduction to Bible through Harvest) 	Church Bible Sunday Cross Hymns Pulpit God Worship Altar Vicar Candles Creation Christians Jesus Pews Prayer Harvest World

RE Long Term Plan Cycles A and B

	Autumn 2	<p>Why are gifts given at Christmas?</p>	<p>LC1 – Why do you give and receive gifts throughout the year? LC2 – Know the key events in the Nativity story LC3 – Know the gifts that were given to baby Jesus LC4 – What gifts can you give that are invisible? LC5 – Why is Jesus a gift to the world?</p>	<p>Have simple knowledge of the beliefs, teaching / stories and practices, using simple technical vocabulary. Know simple ideas of why and how Christmas is celebrated by Christians.</p>	<ul style="list-style-type: none"> • Gifts are given and received at different times throughout the year • The events of the Nativity story • Who and why was Jesus given gifts • Know there are gifts that are not seen or wrapped e.g. kindness • Simply understand the idea of Jesus being a gift to the world 	<p>Bethlehem Carpenter Angel Gabriel Gold Frankincense Myrrh Mary Joseph Donkey Shepherd Innkeeper Herod Manger worship</p>
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RE Long Term Plan Cycles A and B

Year 1 and 2	Spring 1	<p>Why is Jesus special to Christians?</p>	<p>LC1 – What do you already know about Jesus? LC2 – Why did Jesus tell stories? LC3 – How did Jesus change lives? LC4 – What do Christians believe about Jesus' power? LC5 – So why is Jesus special to Christians?</p>	<p>Have simple knowledge of some of the beliefs, teaching / stories, using simple technical vocabulary. Have simple knowledge of why these beliefs and practices may be important to people.</p>	<ul style="list-style-type: none"> • state that Christians see Jesus as special and link to the birth of Jesus • know that Jesus travelled around telling people about God • retell the story of The Lost Sheep • know that Jesus befriended Zacchaeus and Zacchaeus changed his life and became kind • Jesus showed power by calming the storm, healing a paralysed man (retell one of these stories) • recognise how Jesus is shown as special in pictures/statues/icons • know that Christians believe Jesus is God's son • ask questions, give own view and simple reasons to back up view. 	<p>Jesus God Parable Miracle Power Icon forgiveness</p> <p>nativity power</p>
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RE Long Term Plan Cycles A and B

	Spring 2	<p>What is the Easter story?</p>	<p>LC1 – Explain the events of palm Sunday LC2 – Explain the events of Good Friday LC3 - Explore the links between new life Easter Sunday</p>	<p>Have simple knowledge of some of the beliefs, teaching / stories, using simple technical vocabulary. Have simple knowledge of why these beliefs and practices may be important to people.</p>	<ul style="list-style-type: none"> • Know the events of Palm Sunday • What are the key events of the Easter story 	<p>Jesus Disciples Priests Bread Wine Last Supper Judas Betray Palm leaves Roman soldier Pontius Pilate Cross Tomb Stone Angel Chocolate</p>
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RE Long Term Plan Cycles A and B

Years 1 and 2	Summer 1	<p>What can we learn from the story of St Cuthbert?</p>	<p>LC1 – Who was St Cuthbert? LC2 – What did St Cuthbert do? LC3 – Why do people go to Lindisfarne today? LC4 – Why is Durham Cathedral special?</p>	<p>Have simple knowledge of some of the beliefs, teaching / stories, using simple technical vocabulary. Have simple knowledge of why these beliefs and practices may be important to people.</p>	<ul style="list-style-type: none"> • why Cuthbert became a monk • how Cuthbert preached and helped others • how Cuthbert was bishop at Lindisfarne • how Cuthbert liked to be alone to pray • how and why Durham Cathedral is linked to Cuthbert • how Durham Cathedral is a place of worship today • how and why people visit Lindisfarne today. 	<p>Cuthbert Bishop Durham Holy Lindisfarne Holy Island Saint Pray Prior Monk Cathedral Bible</p>
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RE Long Term Plan Cycles A and B

Year 1 + 2	Summer 2	<p>What can we find out about Buddha?</p>	<ul style="list-style-type: none"> • When and where was Buddha born? • What can we learn from the story of Siddhartha and the Swan? • Why did Prince Siddhartha leave home? • What happened at The Bodhi Tree? • Why did Angulimala change? • Why do Buddhists tell the story of The Angry Elephant? • So, what have we found out about Buddha? 	<ul style="list-style-type: none"> • recognise rupas of Buddha and name them • recall the stories of the 4 sights and The Bodhi Tree • know that Buddha changed some people's lives (story of Angulimala) • know that Buddha was kind (Siddhartha and the Swan) and Buddhists teach kindness (The Angry Elephant) • give their views and simple reasons to questions raised through learning about Buddha e.g. Can people help change others for the better? 	<ul style="list-style-type: none"> • Belief in Buddha as an enlightened teacher (not a God). • Example of Buddha's life – his birth, growing up as prince Siddhartha, giving up palace life to search for truth and an answer to suffering; symbol of the Bodhi tree. • Introduction to Buddhist teaching – compassion, respect for living things, no stealing or telling lies. • Buddhist stories illustrating these values eg Siddhartha and the Swan, The Monkey King 	<p>Siddhartha Buddha Bodhi Buddhists India Kindness</p>
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RE Long Term Plan Cycles A and B

	Autumn 1	<p>How do Hindus worship?</p>	<p>LC1 - What does a Hindu shrine look like? LC2 - How does a Hindu family perform puja? LC3 – How can we use our senses to describe the mandir? LC4 - What happens in a mandir? LC5 – Does good defeat evil? LC6 - Who are Rama and Sita? LC7 - Why do Hindus have divas? LC8 - How else do Hindus celebrate Divali? LC9 - So, how do Hindus worship?</p>	<ul style="list-style-type: none"> • describe a home shrine and how Hindus worship there (puja) • describe the features of a mandir • describe the arti ceremony in a mandir • describe some ways Hindus celebrate Divali • tell the Divali story, using correct names and vocabulary and state why this story is important to Hindus • begin to form a framework of connections between concepts by making some links between Hindu worship, stories and the beliefs they express [Belief, Authority, Expressions of Belief] • raise and explore questions (eg Does good always defeat evil?), express their opinions and support these with plausible reasons • recognise that others may hold different opinions. 	<ul style="list-style-type: none"> • Worship in the mandir: puja, arti, the role of murtis, imagery and symbolism in the mandir, importance of community worship. • How beliefs and feelings are expressed through communal celebration of Divali. • Stories from Hindu scriptures with a moral e.g. Rama and Sita (good wins over evil, loyalty, sacrifice, love). 	<p>Ramayana Arti Diwali Symbol Celebration Hanuman Hindu Mandir Murti Rama Worship Lakshmi Hinduism Puja Shrine Sita Brahman Community Diva</p>
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RE Long Term Plan Cycles A and B

	Autumn 2	<p>How and why is Advent important to Christians?</p>	<p>LC1 – How is advent used as a time of preparation LC2 – How does the Old Testament for tell the birth of Jesus LC3 - How the Christingle symbolises a celebration of Jesus as Light of the World LC4 - How does the local church prepare for Christmas. LC5 – How is Advent celebrated around the world</p>	<p>Be able to describe some of the beliefs, teachings and expressions of beliefs within the religions studied and how these have an impact for individuals and communities.</p> <p>In response to the material they learn about, pupils can raise questions, express their opinions and support these with plausible reasons.</p>	<ul style="list-style-type: none"> • Advent as a time of preparation and looks at the signs in the Bible that point to the birth of Jesus. • the impact of the message of Christmas on Christians 	<p>Advent candle Advent Ring/wreath Advent calendar Bible, Old Testament, New Testament, prophet, message, messenger, foretell, John the Baptist, prepare, waiting, expectation, hope, Jesus, giving, charity, faith,</p>
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RE Long Term Plan Cycles A and B

Spring 1	<p>What can we learn about Christian worship and beliefs by visiting churches?</p>	<p>LC1 - What is worship? LC2 - What symbols can be seen on our church visits and what do they mean? LC3 - Why do some churches use colour? LC4 - How could I use colour to express my ideas, feelings and beliefs? LC5 - Should all worship be the same? LC6 So, what do we now know about Christian symbols and beliefs from our investigation?</p>	<ul style="list-style-type: none"> • recognise there are different types of churches (denominations) and identify the names of the different denominations/churches they have visited eg Roman Catholic church, Baptist Church, Salvation Army citadel • describe some of the objects/actions found in churches and how they are used in worship • describe simply the meaning of these objects/actions • give their views to questions raised (eg Do objects matter?) and give plausible reasons to back up their views. 	<p>Explores worship in church buildings by focusing on the objects found in churches and used in church worship e.g. cross, candles, icons, stained glass windows, liturgical colours, chalice, vestments, banners, rosary beads and statues</p> <p>Build up a picture of the importance of Christian worship and its diversity within different Christian traditions/denominations.</p> <p>Reflect on the importance of symbols for expressing ideas, experiences, values and feelings in their lives</p>	<p>Denominations Crucifix Symbol Worship Candles Cross Chalice Icon Eucharist Altar Communion table statues</p>
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RE Long Term Plan Cycles A and B

Spring 2	<p>What do Christians remember on Palm Sunday?</p>	<p>LC1 – What were the events leading up to Palm Sunday</p> <p>LC2 – What were the events of Palm Sunday</p> <p>LC3 – How did Palm Sunday affect people’s opinion of Jesus</p> <p>LC4 – How is Palm Sunday remembered by Christians</p> <p>LC5 – What are traditions of Palm Sunday around the world</p>	<p>Be able to describe some of the beliefs, teachings and expressions of beliefs within the religions studied and how these have an impact for individuals and communities.</p> <p>Begin to form a framework of connections between these concepts by making some links between them.</p> <p>Identify some patterns between or within religions and non-religious worldviews by comparing similarities and differences.</p>	<p>Retell the story of Palm Sunday in your own words</p> <p>Give a view and support with a plausible reason</p> <p>Show awareness that some people have a different view</p> <p>Reflect on their own beliefs, feelings, values, attitudes and experiences</p>	<p>Jesus</p> <p>Disciples</p> <p>Followers</p> <p>Crowds</p> <p>Colt</p> <p>Hosanna</p> <p>Jerusalem</p> <p>Bethpage</p> <p>Bethany</p> <p>Chief priests</p> <p>Palm leaves</p>
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RE Long Term Plan Cycles A and B

Summer 1	<p>What do Hindus believe?</p>	<p>What do Hindus believe about God? LC1 - Can one be many? LC2 - What is the Trimurti? LC3 - Why is Ganesh special to Hindus? LC4 - What more can we find out about Hindu deities? LC5 - Can you believe if you don't see?</p> <p>How do Hindu beliefs affect actions? LC1 -What do Hindus believe happens after you die? LC2 - What is karma? LC3 - Is ahimsa important? LC4 - So, how do Hindu beliefs affect actions?</p>	<p>describe Hindu beliefs about God suggest meanings for some of the symbols connected with Hindu murtis describe simply Hindu belief in reincarnation, karma, ahimsa give examples of how these beliefs affect what Hindus do express their own views, giving plausible reasons to questions raised, showing some awareness of differing views</p>	<p>beliefs about God life after death (reincarnation) importance of actions and consequences (karma, ahimsa).</p>	<p>Brahman Shiva Parvati Consequence Ahimsa Vishnu Kali Reincarnation Brahma Durga Ganesh karma</p>
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RE Long Term Plan Cycles A and B

	Autumn 1	<p>How and why do people care about the environment?</p>	<p>LC1 - Is this the world God created? LC2 - Harm no living thing? LC3 - What does Islam teach about care for the natural world? LC4 - How do Christians show stewardship? LC5 - What would a Council of All Beings say? LC6 - So, how can we answer the question "Why should people with a religious faith care about the environment?"</p>	<ul style="list-style-type: none"> • demonstrate detailed knowledge and understanding of the teachings of Christianity, Buddhism and Islam in relation to care of the natural world by humans • show understanding of some of the ways Christians, Buddhists and Muslims may act on these teachings and describe the impact this may have for them and for others • describe some of the similarities and differences between these teachings and actions across Christianity, Buddhism and Islam • ask questions raised by these teachings and actions within Christianity, Buddhism and Islam. They will express views on these questions, give sound^(*) reasons to support these views and give reasons to support opposing views 	<ul style="list-style-type: none"> • know why the creation story is important to Christians • be able to understand and give examples of how humans have not been good stewards. • learn the meaning behind story of 'Siddhartha and the Swan' • learn about the moral precept – harm no living thing • show understanding of how Buddhist teaching has an impact on individuals and communities. • investigate sources to show what Muslims believe about natural world • describe the impact that teaching can have on individuals and communities. • show understanding of how beliefs and teachings about caring 	<p>Stewardship Environment Impact Creation</p>
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RE Long Term Plan Cycles A and B

				<ul style="list-style-type: none">• reflect on their own feelings and values in relation to care for the natural world.	<p>for God's creation affects what Christians do</p> <ul style="list-style-type: none">• critically evaluate whether all Christians do and should care for the environment.• reflect on their own values and actions concerning the environment and animal welfare• express their ideas in a variety of creative ways.	
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RE Long Term Plan Cycles A and B

	Autumn 2	<p>What are the themes of Christmas?</p> <p>LC1 – What are the themes of Christmas? LC2 - How can we see the themes of Christmas in the birth stories? LC3 - Are the themes of Christmas important today?</p>	<ul style="list-style-type: none"> • What is meant by the word 'secular' • The key ideas, beliefs and themes shown in the birth stories • The impact these themes have on individuals and communities today 	<ul style="list-style-type: none"> • show understanding of the key themes of love, peace, light over darkness, goodwill, joy, • giving from Christmas story, connecting with how both Christians and non-Christians • celebrate this festival • reflect on their own feelings, ideas and experiences about these themes and develop • give their views and sound reasons to the question "Is Christmas for everyone?". 	<p>Secular Love Giving Peace Goodwill Joy</p>
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RE Long Term Plan Cycles A and B

	Spring 1	<p>Why is Moses important to Jewish people?</p> <p>Why do Jewish people go to the synagogue?</p>	<p>LC1 - Can I explain who Moses was and why he was a good leader?</p> <p>LC2 - Can I understand and explain how the plaques affected Egypt?</p> <p>LC3 - Can I identify what Passover was and why is it still celebrated?</p> <p>LC4 - Can I identify and explain what can be found in a synagogue?</p> <p>LC5 - Can I explain how Sabbath is recognised in a synagogue?</p>	<ul style="list-style-type: none"> • The significance of Moses in Judaism: chosen by God (Burning Bush), leading Israelites out of Egypt, the giving of the Torah to Moses on Mount Sinai, the beginnings of Judaism. • The synagogue as a place of worship and prayer, education, community. The main features of the synagogue and their significance. Synagogue worship at Shabbat and key festivals • The role of the Rabbi as teacher 	<ul style="list-style-type: none"> • Understand how God used Moses to lead the Israelites out of slavery in Egypt. • Explain did the plagues influence the Pharaoh • Show understanding of Passover/Shabbat • Understand the role of the synagogue in the lives of Jews 	<p>Moses Aaron Pharaoh Hebrew Slaves Israelites Plaques Passover Exodus Shabbat</p>
	Spring 2	<p>Why is the Last Supper so important to Christians?</p>	<p>LC1 – Understand the events of the Last Supper</p> <p>LC2 – Explain events that happen on Maundy Thursday</p> <p>LC3 – Explain the ritual of Eucharist</p> <p>LC4 – Describe the events of a First Communion</p>	<ul style="list-style-type: none"> • Jesus Son of God – death and resurrection and its meaning to Christians • Jesus as significant shown through key events in his life • Introduction to Eucharist – ritual and meaning • Ceremonies of belonging – First Communion 	<ul style="list-style-type: none"> • Explore the Biblical accounts of Last Supper. • Identify main themes – Sharing sacrifice, betrayal servanthood • How do Christians follow the command ‘Do this in remembrance of me?’ 	<p>Betray Bread Chalice Disciples Emblems Eucharist Redemption Servant Sins Wine</p>

RE Long Term Plan Cycles A and B

	Summer 1	<p>Why do people use ritual in their lives?</p>	<p>LC1 - What is a ritual? LC2 - What are Christians saying through the ritual of Eucharist? LC3 - How and why do Muslims perform salah? LC4 - How can a meal be a ritual? (Pesach) LC5 - What rituals do we or could we take part in? LC6 - So, why do people use rituals in their lives?</p>	<ul style="list-style-type: none"> • Understanding of significance of rituals/symbols in Christianity • Worship in the mosque: salat prayer including call to prayer, wudu (washing) meanings of positions of prayer; Friday prayer (Jumu'ah) in Islam • In Judaism, show how beliefs and feelings are expressed through the practices of Pesach. 	<p>Why do people use ritual in their lives? Comparison between religions</p> <ul style="list-style-type: none"> • I know what a ritual is • I know why Christians carry out the ritual of Eucharist • Explore why Muslims perform Salat • Understand how a meal can be a ritual • Explore how we take part in rituals in our own lives 	<p>symbol ritual Submission mass Holy Communion Eucharist chalice mosque Minaret wuzu salah prostration Haggadah Israelites Pesach</p>
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RE Long Term Plan Cycles A and B

	Summer 2	<p>How are Jewish beliefs expressed in the home?</p> <p>LC1 – Can I explain what it takes to make a Jewish home special</p> <p>LC2 – How is Shabbat celebrated at home?</p> <p>LC3 - What is Sukkot and how is it celebrated?</p> <p>LC4 - Explore the festival of Hanukkah</p>	<p>The importance of the home for demonstrating Jewish beliefs and practices e.g. daily prayer, Shabbat, key festivals and celebrations, kosher kitchen</p> <p>Beliefs and practices associated with daily prayer</p> <p>How beliefs are expressed through practices of Pesach, Sukkot, Shavuot</p>	<p>Learn about the origins and importance of Shabbat reflect on the importance of rest in their own lives learn about the family ceremonies marking the beginning and end of Shabbat</p> <p>Explore what it takes to make a Jewish homes special.</p> <p>Keeping a kosher home</p> <p>Jewish festivals at home - Sukkot, Hanukkah</p>	<p>Kosher</p> <p>Shabbat</p> <p>Synagogue</p> <p>Torah</p> <p>Significant</p> <p>Menorah</p> <p>Hanukkah</p> <p>Sukkot</p> <p>Sedar plate</p> <p>Passover</p>
Cycle B					

RE Long Term Plan Cycles A and B

	Autumn 1	<p>Why is the Bible special to Christians?</p>	<p>LC1 – What is the Bible? LC2 – What can Christians learn about God from the Bible? LC3 – Who was St Francis and why did he care for the world? LC4 – How is the Bible treated and used in a church and why?</p>	<ul style="list-style-type: none"> • have simple knowledge of some Christian beliefs about the Bible and its importance • retell religious stories and have simple knowledge of their significance • suggest meanings for religious actions and symbols • express their views and give simple reasons to support these, in response to the religious material they learn about • recognise that some questions cause people to wonder and are difficult to answer 	<ul style="list-style-type: none"> • The Bible is a library of books in 2 sections – Old and New Testament. It is the holy book for Christians who call it God’s word. • The Bible is where Christians find out about the nature of God, focusing here on belief in God as father and creator. • That Christians learn from the Bible how to live; in this case, the example of a Christian saint who showed his care for God’s creation. • The Bible is a source of authority and is read in Christian worship and treated with reverence. 	<p>Bible holy Old Testament New Testament Christians Jesus God, creator father, St. Francis Harvest Church Lectern Worship Library Special Respect Love care</p>
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RE Long Term Plan Cycles A and B

	Autumn 2	<p>How and why is light important at Christmas?</p>	<p>LC1 – What is Advent? LC2 - How do Christians use light during Advent? LC3 – How are Christingles used by Christians? LC4 – Why do Christians call Jesus ‘The Light of the World’?</p>	<ul style="list-style-type: none"> • have simple knowledge of some Christian beliefs about the Bible and its importance • retell religious stories and have simple knowledge of their significance • suggest meanings for religious actions and symbols • express their views and give simple reasons to support these, in response to the religious material they learn about • recognise that some questions cause people to wonder and are difficult to answer 	<ul style="list-style-type: none"> • Explain why light is important to Christians at Advent and Christmas. • Explain why Christians celebrate Christmas 	<p>celebrated traditions Nativity wreath church Bible Candles lights carol Advent Christingles Calendar</p>
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RE Long Term Plan Cycles A and B

	Spring 1	<p>What does it mean to belong in Christianity?</p> <p>LC1- Who do we belong to? LC2 - How do Christians welcome babies? LC3 - What special objects can we see at a baptism? LC4 - What special actions can we see at a baptism? LC5 - What happens after Christian baptism? LC6 - How do Christians show care for each other? LC7 - How can we welcome people? LC8 - So, can we now answer the question: What does it mean to belong in Christianity?</p>	<ul style="list-style-type: none"> • have simple knowledge of practices: <ul style="list-style-type: none"> ○ identify and name some objects and actions connected with the baptism ceremony e.g. baptism candle, font, water, cross, baptism card, sign of the cross • have simple knowledge of beliefs: <ul style="list-style-type: none"> ○ know that parents and godparents promise to God to follow Jesus and bring their child up as a Christian • know that being a Christian means showing love and care to others and helping them • know that Christians take their children to church, pray and read bible with them to help them belong to the Christian church. 	<ul style="list-style-type: none"> • How religious identity and belonging can be expressed through baptism, services of dedication (symbols, actions, words, promises), what happens after these services. • Christian values: individual love, care, forgiveness, helping others, following example of Jesus. Some examples of how Christians would show these values e.g. the work of local vicar/priest in helping others in church and local community, attitude and work of individual Christians in the community. 	<p>Belonging Promises Jesus Cross Church Baptism Welcome Font Bible God Christening Candle Light Love Commitment Parents God parents</p>
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RE Long Term Plan Cycles A and B

	Spring 2	<p>How do Christians celebrate Easter?</p>	<p>LC1 – To understand that some people celebrate new beginnings. LC2 – To find out about the Easter story LC3 – How do Christians prepare for Easter LC4 – Know what Holy Week is LC5 – Know traditions of Easter</p>	<p>Have simple knowledge of some of the beliefs, teaching / stories, using simple technical vocabulary. Have simple knowledge of why these beliefs and practices may be important to people.</p>	<ul style="list-style-type: none"> • Know that spring is a time of new life for plants and animals? • The events of the Easter story • How Christians use Lent to prepare • How Christians celebrate Easter • Describe Easter traditions 	<p>Jesus Disciples Priests Bread Wine Last Supper Judas Betray Palm leaves Roman soldier Pontius Pilate Cross Tomb Stone Angel Chocolate Egg rolling New Life</p>
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RE Long Term Plan Cycles A and B

	Summer 1	<p>How do Buddhists show their beliefs?</p> <p>LC1 – What does the wheel mean? LC2 – What can we see in a Buddhist’s home shrine? LC3 – How do Buddhist’s worship? LC4 – What helps a Buddhist to worship? LC5 – What can we make to show our ideas and thoughts? LC6 – What is the Sangha? LC7 – How do Buddhist monks spend their day? LC8 – How do Buddhist’s express their beliefs?</p>	<p>Have simple knowledge of some of the beliefs, teaching / stories and practices of specific religions studied, using simple technical vocabulary. Have simple knowledge of why these beliefs and practices may be important to people. Have simple knowledge of some of the similarities and differences between and within the religious worldviews.</p>	<ul style="list-style-type: none"> • have simple knowledge of how Buddhists worship and meditate • have simple knowledge of some of the Buddhist aids to worship • have simple knowledge of some of the values and actions of Buddhists • have simple knowledge about the Buddhist community. 	<p>Buddhism Wesak Wheel Mandala Buddha Sangha Rupa Alms bowl</p>
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RE Long Term Plan Cycles A and B

	Summer 2	<p>What can we learn about our local faith communities?</p>	<p>LC1 – Explore what different faith communities are in the area. LC2 – Compare two different faith communities LC3 – How do different faiths worship LC4 – How do different faiths celebrate a key life ritual LC5 – How are faith communities part of the local community</p>	<p>Have simple knowledge of some of the beliefs, teaching / stories and practices of specific religions studied, using simple technical vocabulary.</p> <p>Have simple knowledge of why these beliefs and practices may be important to people.</p> <p>Have simple knowledge of some of the similarities and differences between and within the religious and non-religious worldviews they learn about</p> <p>In response to the material they learn about, pupils can raise questions, express their opinions and back them up with simple reasons.</p>	<ul style="list-style-type: none"> • Name faith communities in the local area • Have simple knowledge of differences and similarities between faith communities • Explore simple life rituals e.g. birth, weddings • Have simple knowledge of how different communities worship 	<p>Community Belief Belonging Caring Shelters Food banks Homelessness Respect Kindness</p>
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RE Long Term Plan Cycles A and B

	Autumn 1	<p>What do we know about the Bible and why is it important to Christians?</p>	<p>LC1 - What do we know already about the Bible? LC2 - Where did the Bible come from? LC3 - What types of writing are in the Bible? LC4 - What is the Bible about (the Big Story of Christianity)? LC5 - How might the Bible help Christians? LC6 - How do Christians use the Bible? LC7 - Is the Bible Creation story true? LC8 - So, what is the Bible and why is it important to Christians?</p>	<ul style="list-style-type: none"> • The Bible as the sacred book; its importance and impact on Christians today. • Different types of writing – Old and New Testament. • How the Bible is used in private and communal worship and everyday living. • Introduction to literal and non-literal interpretations of the Bible. 	<ul style="list-style-type: none"> • Describe what is in the Bible (different types of writing, Old and New Testament) and how it is used • Show understanding of how the Bible helps Christians and why it is important to them • Describe some similarities and differences in how the Bible is interpreted • Give responses to questions raised about the Bible e.g. does something have to have happened to be true? • Describe the Big Story of Christianity shown through the Bible. 	<p>sacred Old Testament New Testament Salvation Creation interpretation Authority Incarnation</p>
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RE Long Term Plan Cycles A and B

	Autumn 2	<p>Why do Christians call Jesus the light of the world?</p>	<p>LC1 - How and why is Jesus depicted as light of the world?</p> <p>LC2 - What are the symbols in the Advent ring?</p> <p>LC3 - Does the world today need messages of light?</p>	<ul style="list-style-type: none"> To explore the use of light as a symbol To explore what it means for Jesus to be seen as the 'Light of the World.' To relate the symbolism of light to the experience of the children in their own world 	<ul style="list-style-type: none"> Discuss different forms of light in everyday life and why they are important to us. Show understanding of how the symbol of light is used in the Christmas story, making links to Christian beliefs Describe how Christians use light at Christmas to express these beliefs – describe and show understanding of the Advent ring Reflect on their own and others' experiences in relation to what they have learnt about the Advent ring 	<p>Advent Saviour Nativity</p>
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RE Long Term Plan Cycles A and B

	Spring 1	<p>What do Christians believe about Jesus?</p>	<p>LC1 - Who was Jesus? LC2 - What does the story of Jesus at 12 tell Christians about him? LC3 - What do the stories of Jesus' baptism and temptations tell Christians about him? LC4 - Why did Jesus need disciples? LC5 - Why did Jesus teach using parables? LC6 - What do the miracle stories teach Christians about Jesus? LC7 - What do Christians believe about Jesus?</p>	<ul style="list-style-type: none"> • Developing knowledge about the significance of Jesus, key events in the life of Jesus, his teaching and ministry, impact of Jesus on lives of Christians today • Jesus as Son of God; death and resurrection of Jesus and its meaning for Christians. • Jesus as significant shown through key events in his life (birth, temptations, baptism, ministry, entry to Jerusalem, arrest, crucifixion, resurrection). • Jesus as teacher - teachings of Jesus including selected parables. • The power of Jesus to change lives. 	<ul style="list-style-type: none"> • Developing knowledge about the significance of Jesus • Learn key events in the life of Jesus. • Understand his teaching and ministry • Explain the impact of Jesus on lives of Christians today. 	<p>Bible disciples Passover gospels miracle Son of God Messiah parable Jewish</p>
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RE Long Term Plan Cycles A and B

	Spring 2	<p>Why is Lent such an important period for Christians?</p>	<p>What is Lent? What do Christians do during lent? Where does this practice originate from? Why do you think Lent is still important today?</p>	<ul style="list-style-type: none"> • The significance of rituals/objects/symbols associated with Christian worship during Lent • How church buildings, symbolic objects and actions are used to express beliefs and feelings during Lent e.g. liturgical colours, special clothes, cross, candles, statues, banners, windows, altar and pulpit cloths 	<ul style="list-style-type: none"> • Understand the story behind lent. • Explain why Christians still make sacrifices during lent. 	<p>Sacrifice Desert Shrove Tuesday Ash Wednesday Fasting temptation</p>
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RE Long Term Plan Cycles A and B

	Summer 1	How and why do people show care for others?		<ul style="list-style-type: none"> • How Christians today follow the commandment of Jesus (love God and love your neighbour as you love yourself) and the Ten Commandments; how Christians demonstrate love, charity, forgiveness in action • How Sikhs follow and live by Sikh moral codes and how these are shown by individuals and the community • How Jews show commitment, belonging to faith community and care for others community. 	<ul style="list-style-type: none"> • Pupils will learn how religious beliefs have an impact on how people think, behave and act towards others. • Pupils will learn how some religious people and communities help others, making links to religious teachings about care for others. 	<p>Bible charity compassion commandment Jesus parable Church dhan, man, tan vand chhakna sewa gurdwara langar meal synagogue Torah mitzvah tzedaka</p>
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RE Long Term Plan Cycles A and B

	Summer 2	<p>Why do people visit Durham Cathedral today?</p>	<p>LC1 - What can we find out about daily worship at Durham Cathedral? LC2 - What do the windows, art, sculptures, shrines and other features at Durham Cathedral tell us? LC3 - What special events take place at Durham Cathedral and what impact might these have for people? LC4 - How is Durham Cathedral used by and for the community? LC5 - What can we find out about the Northern saints – St Cuthbert, The Venerable</p>	<ul style="list-style-type: none"> • The significance of Durham Cathedral (and other important Christian places in the North East) as a place for worship, pilgrimage and understanding of Christian heritage. • How Durham Cathedral building and the objects, arts, sculptures and stained-glass windows within are used to express beliefs, ideas and feelings • The significance of worship and prayer at Durham Cathedral and its importance • Other ways in which Durham Cathedral is used for and by the community 	<ul style="list-style-type: none"> • The impact of local Christian places of significance for people today. • How Christian faith impacted on the lives of the northern saints (e.g. St Aidan, St Hild, St Cuthbert, Venerable Bede) and the significance of their lives then and now. 	<p>saint Cuthbert Holy Island reflection ritual culture pilgrimage Aidan Lindisfarne worship symbol prayer Bede spiritual cathedral community</p>
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RE Long Term Plan Cycles A and B

			Bede, St Aidan, St Hild?			
	Autumn 1	What can we learn about religious diversity in our area?	<p>LC1 – Can I identify which religions are represented in the local area?</p> <p>LC2 – Can I identify religions represented in the North East</p> <p>LC3 – Can I identify contemporary expressions of faith?</p> <p>LC4 – Can I explain how Christian believers affect the community?</p> <p>LC4 – How does the Qur’an teach Muslims to positively impact communities?</p> <p>LC5 – How do Sikhs use Langar to support the local community?</p>	<ul style="list-style-type: none"> • Explain beliefs about the value of religious and cultural diversity in their local community • Make useful links with the concept of a ‘region’ and a ‘local area’ • There are also many connections to local history. What religions are represented in the North East? • Explore differences between rural villages and cities. • Explore this diversity and gives examples of how to study faith communities and places of worship e.g. church, cathedral, meeting house, mandir, mosque, synagogue, temple or gurdwara 	<ul style="list-style-type: none"> • Explore the concept of diversity and a range of views about questions of tolerance and respect • Think about their own experiences and views in relation to questions of community cohesion • Investigate the plural religious communities found in the local area and the region • Learn more about the contribution of some key people from the local religious communities • Describe some ways religion makes a difference locally, and link our understanding of religion to their own neighbourhood and the wider community 	<p>Church</p> <p>Mosque</p> <p>Gudwara</p> <p>Temple</p> <p>Tolerance</p> <p>Diversity</p> <p>Respect</p> <p>Acceptance</p> <p>Belonging</p> <p>Commitment</p> <p>Inspiration</p> <p>sacred</p>

RE Long Term Plan Cycles A and B

	Autumn 2	<p>What do the gospels tell us about the birth of Jesus?</p>	<p>LC1 - Where do we find out about the birth of Jesus?</p> <p>LC2 - Why did Matthew and Luke write their stories?</p> <p>LC3 - What do we now know about the birth stories?</p>	<ul style="list-style-type: none"> • The comparison of the gospel accounts of the birth of Jesus (Matthew and Luke). • The purpose of the gospel writers in their accounts of the birth story. • What the birth stories teach Christians about the significance of Jesus. 	<ul style="list-style-type: none"> • Describe the similarities and differences in the gospel birth stories • Show understanding of the intentions of the gospel writers in the birth stories and the beliefs they show about Jesus • Show understanding of the differences between biblical accounts of birth stories and traditions surrounding the Christmas story • Show some understanding of the words true and truth in the context of the birth stories • Express their own views and give sound reasons to the question, "Are the birth stories true?" Show understanding of differing views and give reasons to support a differing view 	<p>Gospels Interpretation Nativity</p>
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RE Long Term Plan Cycles A and B

	Spring 1	<p>What do Christians believe about God?</p> <p>LC1 - How might Christians use metaphor to understand God? LC2 - What do Christians believe about God as creator? LC3 - How does the Bible metaphors show God as protecting and saving? LC4 - How does the Bible metaphors show God's power? LC5 - How does the Bible metaphors show God's authority? LC6 - How does the Christians believe in three in one? LC7 - Why do Christians believe in God as alpha and omega?</p>	<ul style="list-style-type: none"> • The nature of God as creator, ruler, provider, just, loving. Shown through metaphors for God: Potter, Father, Rock, Shepherd, Shield. • The otherness of God (transcendent) who inspires awe, wonder, devotion. • Introduction to Trinity: creator God, loving God, powerful God. • How belief in God will affect Christians e.g. prayer. • Introduction to how Christian values will affect views on moral issues – environment. 	<ul style="list-style-type: none"> • demonstrate detailed knowledge and understanding of the links between Christian beliefs in God and Biblical metaphor, symbols/other forms of Christian expression • demonstrate detailed understanding of how such beliefs have an impact on the lives of Christians; • suggest meanings for some of the ways in which beliefs about God are represented in art/symbolism • respond to the questions about Christian belief in God. In relation to these questions and religious material studied, they will express their own views, supporting them with sound reasons. They can show understanding of different views and be able to give reasons to support an opposing view (i.e. they can see both sides of an argument). 	<p>Bible Trinity authority saviour Christians metaphor power infinite God creator protector eternal</p>
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RE Long Term Plan Cycles A and B

	Spring 2	<p>Why are Good Friday and Easter Day the most important days for Christians?</p>	<p>LC1 – Can I describe why Christians see Jesus’ death as good? LC2 – How do Christians remember Good Friday? LC3 – Can I investigate the events of Easter Sunday LC4 – How do Christians celebrate Easter Day?</p>	<ul style="list-style-type: none"> • Jesus as Son of God; death and resurrection of Jesus and its meaning for Christians. • Jesus as significant shown through key events in his life crucifixion and resurrection • Understanding of significance of rituals/symbols associated with Holy Week 	<ul style="list-style-type: none"> • Recall the main events of Good Friday and Easter Day • Show how they still influence belief now. • Explain how Christians show that these days are important • Explain the significance of Jesus through crucifixion and resurrection. 	<p>Sacrifice Resurrection Risen Crucifixion Crucified</p>
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RE Long Term Plan Cycles A and B

	Summer 1	<p>What can we find out about a local Muslim community?</p>	<p>LC1 – Where are local Muslim communities located?</p> <p>LC2 - How does the events of Muhammad impact Muslims?</p> <p>LC3 – Can I explain the importance of the 5 pillars to Muslims</p> <p>LC4 – Can I explain how the Qur’an influence how Muslims live in the community?</p>	<ul style="list-style-type: none"> • Introduction to 5 pillars as expression of faith and commitment for individuals and communities – Shahadah (declaration of faith), Salah (ritual prayer), Sawm (fasting), Zakah (giving), Hajj (pilgrimage). • How Muslims follow and live by moral codes and how these are shown by individuals and the community (Ummah) e.g. honesty, good manners, giving alms (Zakah), voluntary payments/good actions (Sadaqah). • Introduction to how Muslim values will affect views and actions on moral issues e.g. the environment, care for others 	<ul style="list-style-type: none"> • How Muslim beliefs and values affect a person’s feelings, understanding and perspective of life, behaviour and actions. How these may differ between individuals and differing communities • The significance of the Ummah for individuals and Muslim communities. • The impact of living in Great Britain as a Muslim and how these may differ for individuals and differing communities e.g. issues surrounding religious dress, food laws, keeping the 5 pillars. • The importance of the mosque as a place for prayer, worship and community; Jummah prayers • Other ways in which beliefs and identity can be expressed and how these may differ for individuals and differing Muslim communities and cultures. 	<p>Shahadah Salat Zakat Sawm Hajj Muhammad Makkah PBUH – Peace Be Upon Him Allah</p>
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RE Long Term Plan Cycles A and B

	Summer 2	<p>So, what do we know about Christianity</p>	<p>LC1 - What can we remember about Christianity?</p> <p>LC2 - What do Christians believe?</p> <p>LC3 - What is the main source of authority in Christianity and why?</p> <p>LC4 - How do Christians express their beliefs?</p> <p>LC5 - How do beliefs have an impact for Christians?</p> <p>LC6 - So, what do we now know about Christianity?</p>	<ul style="list-style-type: none"> • Key Christian beliefs including beliefs about God, Jesus, human life, love and forgiveness. • The sources that help Christians in their beliefs, attitudes and actions e.g. Bible, person of Jesus, church leaders. • How Christians express their beliefs through worship, ritual, symbols, ceremonies. • The difference that belief makes to how Christians think feel and act 	<ul style="list-style-type: none"> • Investigation: asking questions; using different types of sources to gather information • Synthesis: linking the RE concepts together; drawing meaning from artefacts, biblical passages • Expression: giving an informed opinion. • Reflection and Responses: thinking/reflecting about own feelings and ideas. • Respect: recognising that people have different beliefs and practices to their own 	<p>Belief, Authority, Expression, Impact, Trinity, forgiveness, Beatitudes, diversity, artefact, chalice, icon, crucifix.</p>
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