|  |
| --- |
| **Lewknor Medium Term Plan**  |
| **RE – Reception** |
|  | **Autumn 1**  | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Theme/Unit** | **Who are Christians and what do they believe?** | **What is the church and who goes there?** | **Who am I and where do I belong?** | **Does everyone believe in God?** | **What do people celebrate and why?** | **Are all families the same?** |
| **Learning** **Step****1** | To learn about stories within The Bible and their importance to Christians.  | To understand the importance of worship in church for Christians.  | To show an understanding of different communities.  | To know that different people use the word ‘God’ to mean slightly different things.  | To show a simple understanding of Religious and Non-Religious Worldviews.  | To recognise and respect other family beliefs and celebrations.  |
| **2** | To recognise that Christians live all over the world. | To understand why Christians pray to God in church. | To recognise that they belong to a community of school, home and perhaps a faith. | To have some understanding of different characteristics attributed to God or the divine.  | To recognise that some celebrations are religious and others are non-religious.  | To listen to and acknowledge other’s views and beliefs. |
| **3** | To know that Christians believe in two key events within the Church year and countdown to celebrate these events. | To know the Christian symbols and what they mean when used in church. | To understand and compare the similarities and differences between themselves and others. | To have some understanding of a small range of Religious and Non-Religious Worldviews.  | To talk about religions around the world and their festivals.  | To know that all families are different and follow different paths/views. |
| **4** | To know and understand the importance of Christmas (Incarnation), the birth of Jesus Christ, to Christians. |  | To show some understanding of Religious and Non-Religious Worldviews. | To share their own ideas about God. | To describe some things that happen in secular celebrations e.g., Halloween, Mexican Day of the Dead, Bonfire night. |  |
| **5** | To know and understand the importance of Easter (Salvation) and the death and resurrection of Jesus. |  |  |  |  |  |

|  |
| --- |
| **Lewknor Medium-Term Plan**  |
| **RE – Year 1/2 - Cycle A** |
|  | **Autumn 1**  | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Theme/Unit** | **Why do most Christians call God ‘creator’?** | **What do most Christians celebrate together?** | **What questions do the parables of Jesus and/or stories in the Bible make us want to ask?** | **What do different Jewish people believe about God?** | **How and why is Shabbat important to some Jewish people in Britain?** | **How do people know how to behave?** |
| **Learning Step** **1** | To recall the creation of the world and the creation of mankind. To describe God’s purpose for the creation of the world in simple terms.  | To describe the key features of Christmas e.g., church services, carols, symbols of light, thanksgiving.  | To begin to ask important questions about texts and beliefs and share their own possible answers.  | To recall that the Shema is a prayer.  | To use the right names for things that are special to Jewish people during Shabbat.  | To say why we have rules in our school.  |
| **2** | To describe God’s characteristic shown in the creation story i.e. powerful and mighty and loving.  | To explain what light represent at Christmas for Christians.  | To begin to be able to justify their opinions and beliefs, using simple logic and examples.  | To describe the significance of the Shema for Jewish people.  | To talk about some of the things that Jewish people do to celebrate Shabbat. | To talk about an agreement Jewish people make with God and say how obedience is important to some people.  |
| **3** | To recall some characteristics of God from the psalms e.g., king of the earth, holy, forgiving,  | To recall some facts about the birth of Jesus from the two Gospels about his early life.  | To use statements for expressing their ideas and give reasons for their suggestions.  | To describe why Abraham is important to Jewish people  | To start to explain how certain beliefs affect decision-making. | To start to explain the significance of one thing Jewish people do and say how it shows their special relationship with God.  |
| **4** | To know that all creation is important to God but humans were created in his image to have a special relationship with God.  | To explain what happens at a baptism and describe the artefacts used.  |  | To retell the story of the calling of Abraham in simple terms. | To start to explain why Shabbat is important to Jewish To in Britain. | To start to explain how Jewish people know how to behave and why the 10 commandments and food laws are important.  |
| **5** | To explain how the Shabbat is linked to the creation story.  | To explain why baptism is an important celebration in the life of a Christian. To understand that it means new life and new beginning for them.  |  |  |  | To talk about the sources different people use as a basis for the rules that they follow.  |
| **6** | To explain why it is important to look after our world and the environment around us and can make suggestions on what to do to care for the world.  | To explain what happens in the Christian story of Easter using key events.  |  |  |  |  |
| **7** |  | To describe what ‘resurrection’ and ‘new life’ mean in the context of the Christian story of Easter.  |  |  |  |  |
| **8** |  | I understand why Christians consider the resurrection being the most important event in the life of Jesus.  |  |  |  |  |

|  |
| --- |
| **Lewknor Medium-Term Plan**  |
| **RE – Year 1/2 - Cycle B** |
|  | **Autumn 1**  | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Theme/Unit** | **How do Christians find out what God is like?** | **Why do many Christians meet together regularly and what do they do?** | **How do Christians decide what is right?** | **What does Torah mean for Jewish people?** | **In what ways is the synagogue important to Jewish people?** | **What are the best reasons for following a leader?** |
| **Learning Step****1** | To say that Christians learn about what God is like from the Bible. To recognise that the life of Jesus illustrates the character of God. | To describe the key features of Christian worship such as music, sermon, prayer.  | To begin to ask important questions about life and share their own possible answers.  | To know that the Torah is a special book for Jewish people containing laws, and history.  | To recognise that the Synagogue is an important building for many Jewish families.  | To know the key leaders for Jewish people and say what makes Joshua a good leader.  |
| **2** | To give different names that Christians use for God i.e. creator, Lord and king.  | To talk about why Christians meet together.  | To begin to be able to justify their opinions and beliefs, using simple logic. | To can demonstrate some of the ways in which some Jewish people follow the teachings of the Torah.  | To begin to ask wondering questions and share and record wonderings as appropriate.  | To recount some of the key events that demonstrate Joshua’s leadership skills.  |
| **3** | To explain how the parables can be seen to illustrate the character of God.  | To identify and describe some of the other things that Christians do apart from worship, such as foodbanks.  | To engage in simple debates. | To make connections between some of the teachings and the way that some Jews live their lives.  | To recall and name some features of a Synagogue and identify what they might teach about Jewish beliefs.  | To say what qualities a good leader should have and put them in order from least to most important.  |
| **4** | To understand that Christians believe God is loving and forgiving and can give examples of his forgiveness and grace from the parables/ stories they have learnt about.  | To talk about the impact on the lives of different Christians or spending time together.  | To use statements for expressing their ideas and give reasons. | To retell some of the history of the Jewish people and suggest why that may be important to Jews.  | To make links with other places of worship and consider why it is important for communities to come together.  | To understand that different people have different views on what qualities are important to be a good leader.  |
| **5** | To understand that for Christians God is one and is three persons: God the Father, God the Son and God the Holy Spirit. | To make links between actions and Christian beliefs and teaching. |  |  |  | To name some leaders in my own community and reflect on what leadership qualities they should have.  |
| **6** |  |  |  |  |  | To understand that it is important to follow a leader using my own values and questions to guide me.  |

|  |
| --- |
| **Lewknor Medium Term Plan**  |
| **RE – Year 3/4 - Cycle A** |
|  | **Autumn 1**  | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Theme/Unit** | **How are different people inspired by the teachings of Jesus?** | **How does the worldwide Christian family celebrate, worship and mark key events?** | **Does art help with understanding stories?** | **What do Muslims believe about God and where did Islam start?** | **What is the Qur’an and why do many Muslims try to learn it by heart?** | **Does it matter if a story is true or not?** |
| **Learning Step****1** | To know who Jesus is and his faith  | To be able to name key events in the life of different Christians.  | To understand that artists have depicted events from Holy Week for many years and each artist uses their painting to tell a story.  | To know that Islam was started in 610AD when Angel Jibril gave Muhammad the words of God which were later recorded in the Qur’an.  | To identify the ways in which Muslims treat the Qur’an as a sacred text and describe the impact that learning it has on the life of a Muslim.  | To be able to describe the way that people see truth differently based on their experiences.  |
| **2** | To know Jesus told parables and be able to re tell some of them.  | To identify the key festivals that are important to a some Christians.  | To explore and describe how beliefs are expressed in a range of styles by believers and suggest what they mean.  | To know that Tawhid means belief in one God which is fundamental to Islam belief.  | To compare some Muslim beliefs about the Qur’an with Christian and Jewish beliefs about their sacred texts.  | To evaluate the effectiveness of proverbs in helping to guide behaviour.  |
| **3** | To be able to describe some miracles Jesus did and say how it affected those involved.  | To be able to name the main Christian denominations.  | To ask questions about the events depicted.  | To know that there are 99 names in the Qur’an which describe Allah (God) and help believers to know what Allah (God) is like and how he affects people’s lives.  | To talk about some of the key teachings of the Qur’an and the impact these teachings have on the lives of different Muslims.  | To demonstrate how the ideas in a text can influence behaviour |
| **4** | To be able to explain what some of the Beatitudes mean.  | To be able to name similarities and differences between the way key events are celebrated by different denominations.  | To explore how a depiction makes them feel and explore what they like, what they dislike and why and be able to answer the question, ‘Does art help with understanding stories and help us know what type of person Jesus was?’  | To know that the Night of Power commemorates Muhammad receiving the words of Allah (God) from the Angel Gabriel and is remembered during Ramadan. | To explain why Muslims learn the Qur’an by heart and become Hafiz. |  |
| **5** | To be able to say what the Greatest Commandment is. | To be able to name similarities and differences between the way key festivals are celebrated by different denominations and the effect of cultural influence on this.  | To explore symbolism in each artwork and suggest ideas for the artist’s intent. To recognise the diversity in the images and understand that Christianity is a worldwide religion.  | To be able explain how the belief in Tawhid, Qur’an and 99 words and Night of Power effect how people live their lives. |  |  |
| **6** |  | To describe what Christmas means and looks like for people from different faiths and worldviews.  | To identify their response to the art work and explore what inspires and influences them. |  |  |  |

|  |
| --- |
| **Lewknor Medium Term Plan**  |
| **RE – Year 3/4 - Cycle B** |
|  | **Autumn 1**  | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Theme/Unit** | **Who do Christians believe Jesus is?** | **How and why has Christian practice changed over time?** | **Does prayer make a difference and how do Christians know?** | **How do Hindus understand God (Brahman)?** | **What role does worship play in the life of a Hindu?** | **How and why do people argue that some places can be spiritual?** |
| **Learning Step****1** | To know that the Christian God is made up of three equal divine persons. (God the Father, God the Son, and God the Holy Spirit)  | To know how the Church has changed over the years.  | To able to describe what prayer is and a range of ways to pray.  | To know that the one God for Hindus is called Brahman and he is represented in many different forms/deities.  | To be able to explain the terms Aarti and Puja and what a home shrine and a Mandir are.  | To name features of a church and a Mandir and explain reasons for the features.  |
| **2** | To know that Christians believe that God loves humans and sent His only Son in human form (incarnation) to guide/save them. | To be able to talk about some of the features of church practices over the years.  | To know why Christians pray.  | To know the names of the Trimurti (Brahma, Vishnu and Shiva) and their consorts - the Tridevi (Saraswati, Laksmi and Parvati).  | To be able to explain what happens during Puja in the home and in the Mandir. | To name places of pilgrimage for Christians and for Hindus and why these places are important places of pilgrimage.  |
| **3** | To know that Jesus is fully God and fully man To be able to identify and explain several of Jesus’ names. |  | To know that for some Christians praying can cause miracles to happen. | To be able to describe characteristics of these deities and thus draw conclusions about qualities of the one God. | To consider how worship is part of a Hindus’ life and how the 5 daily duties impact their life. | To explain why people go on pilgrimage.  |
| **4** | To be able to link some of Jesus’ names to a Bible story. |  |  | To know the key stories connected to the Trimurti, Tridevi and other deities and what they teach Hindus about the qualities of the one God.  |  | To explain what people might do on a pilgrimage.  |
| **5** |  |  |  | To know some of the other symbols that are used for God (salt water, incense, pomegranate, aum/om) and what qualities they represent for the one God.  |  | To explain why some places are places of pilgrimage.  |
| **6** |  |  |  | To know what the term avatar means in the Hindu faith and name some of the avatars for Vishnu.  |  | To describe how churches and mandirs are built to be spiritual.  |
|  |  |  |  | To know that Hindus choose which deities they wish to focus on and that they will turn to different deities at different times and occasions. This comes in the form of the Murtis they worship.  |  | To explain how a place can become spiritual.  |
|  |  |  |  | To know how the various avatars for Vishnu link to the qualities of the one God. |  | To explain what could be a spiritual place for them and why. |
|  |  |  |  |  |  | To compare and contrast places of worship for Christianity and Hinduism  |
|  |  |  |  |  |  | To compare and contrast places of pilgrimage for Christianity and Hinduism.  |

|  |
| --- |
| **Lewknor Medium Term Plan**  |
| **RE – Year 5/6 - Cycle A** |
|  | **Autumn 1**  | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Theme/Unit** | **What do Christians believe about the death of Jesus?** | **How do rites of passage shape the lives of different Christians?** | **Does wisdom look the same for Christians?** | **Why is it important to Muslims that Muhammad is known as the seal of the prophets?** | **How far does the mosque contribute to the Muslim concept of Ummah?** | **What does it mean to live a good life?** |
| **Learning** **Steps** **1** | To create a timeline of Holy Week with particular reference to the crucifixion.  | To demonstrate an understanding of the term ‘rite of passage’ and can talk about Christian Baptism.  | To be able to identify the wisdom literature in the Bible.  | To explain why Muhammad (PBUH) is called the ‘Seal of the Prophets’.  | To identify examples of how the Shahadah is used to underpin Muslim belief about Allah.  | To evaluate what a range of religions mean by a good life.  |
| **2** | To explain the meaning of and give some examples of biblical sacrifice.  | To demonstrate an understanding of what happens during a Baptism ceremony. | To be able to name and retell a couple of parables from the bible and suggest the wisdom that Christians take from them.  | To understand the importance of Muhammad (PBUH) for Muslims.  | To make clear connections between the importance of prayer, mosques (including the Kab’ah) and community. | To know that everyone has a worldview: a particular way of looking at the world that depends on his or her context and experiences. As such, their worldview may change over time.  |
| **3** | To explain some ways in which the sacrifice made by Jesus is different to Jewish sacrifice. | To demonstrate an understanding of the symbols of Baptism. | To be able to explain how Christians interpret the parables of Jesus in different ways. | To identify prophets that are important for Islam, Christianity and Judaism and give reasons for their importance.  | To explain how, through living out the five pillars of Islam, Muslims can show that their commitment to Allah, their faith and the community.  | To understand there are organised worldviews, but these alone do not form a personal worldview but will influence it.  |
| **4** |  | To represent the Baptism of Jesus. | To be able to evaluate Biblical wisdom and compare it to worldly wisdom. | To know the roles that Isa (Jesus) and Muhammad (PBUH) have in Islam.  | To consider how Muslims can be a part of their community even when they are not in a mosque, showing awareness of the different ways that Muslims can follow the five pillars of Islam (for example, choosing to pray in the home and workplace, making decisions about whether they are able to fast in Ramadan or go on a Hajj).  | To know that worldviews are a combination of organised and personal opinions |
| **5** |  | Toc reflect and decide on what values they are committed to and where these originate from, in the same way as Christians are committed to Baptism as a rite of passage. |  | To justify the importance of prophets in Islam.  | To weigh up how the mosque contributes to the community, offering and justifying other ways in which ummah is expressed. |  |
| **6** |  |  |  | To explain the importance of Scripture for Muslims and how the Hadith helps Muslims.  |  |  |
| **7** |  |  |  | To explain the basic divisions in Islam and some of the reasons behind them. |  |  |

|  |
| --- |
| **Lewknor Medium Term Plan**  |
| **RE – Year 5/6 - Cycle B** |
|  | **Autumn 1**  | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Theme/Unit** | **How far is belief in the resurrection important to Christians today?** | **How and why do Christians try to make the world a better place?** | **How do people make valid judgements about how and why the world is as it is?** | **What is the significance of Karma and Moksha for a Hindu?** | **What might a Hindu gain from a pilgrimage to India?** | **How does a worldview help people decide what is important?** |
| **Learning** **Step****1** | To explain and evaluate the evidence for the resurrection and make a link to the belief in the divinity of Jesus.  | To explain connections between biblical texts and Christian ideas of stewardship.  | To identify and organise knowledge into one of categories, such as explained by faith, explained by science, explained by neither.  | To show understanding that stories can inspire Hindus to make good choices.  | To name and locate some pilgrimage sites for Hindus.  | To make connections/links between the different world views they have studied and perhaps others (Baha’i/Humanism)  |
| **2** | To talk and write about the impact of belief in the resurrection on Christians in today.  | To explain Maslow’s hierarchy of needs and Universal declaration of the rights of the child.  | To ask questions about how the earth was made and/or about humanity.  | To explain how dharma is a way of life for Hindus. To give examples of how the five daily duties link to dharma. | To describe what happens at different Hindu pilgrimage sites. | To understand the similarities and differences between the different worldviews and what connects them together in society.  |
| **3** | To make links between a range of biblical passages and Christian beliefs. | To show how Christians put their beliefs into practice.  | To evaluate whether these questions can be answered by faith or science.  | To make clear connections between the deeds of past lives / this life and the consequences for the next life, for Hindus. | To identify and explain some of the reasons why Hindus may choose to go on a pilgrimage. | To evaluate the various sources of wisdom about what is important and justify their own opinions.  |
| **4** |  | To respond to the idea that Christians have great responsibility for the Earth. | To identify some of the issues faced and addressed by scientists who are Christians. | To weigh up how far the goal of moksha inspires Hindus to achieve good karma. | To make comparisons between the pilgrimages of different faiths (Hindu and Islamic pilgrimages). | To present cogent arguments and spot faulty logic. |