

Key Stage 2 RE long term plan

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3 / 4	<p>LAS Compulsory God – Hinduism <i>[How are deities and key figures described in Hindu sacred texts and stories? What might Hindus understand about the Divine through these stories? What is the purpose of visual symbols in the mandir?]</i></p>	<p>LAS Compulsory Community – Hinduism <i>[How is Hindu belief expressed personally and collectively? How does Hindu worship and celebration build a sense of community? Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world]</i></p>	<p>God/Incarnation UC 2a.3 (core and digging deeper) What is the Trinity?</p>	<p>Salvation UC 2a.5 (core) Why do Christians call the day Jesus died ‘Good Friday’?</p>	<p>LAS Compulsory God – Islam <i>[What do the main concepts in Islam reveal about the nature of Allah? What is the purpose of visual symbols in a mosque?]</i></p>	<p>LAS Compulsory Community –Islam <i>[How is Muslim worship expressed collectively? How does Muslim worship and celebration build a sense of community? Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world]</i></p>
Year 4/5	<p>LAS Compulsory Being Human – Hinduism <i>[How do Hindus reflect their faith in the way they live? What is karma and how does it drive the cycle of samsara? How might a Hindu seek to achieve moksha? The ways in which</i></p>	<p>LAS Compulsory Being Human – Islam <i>[What does the Qur’an teach Muslims about how they should treat others? How do Muslim teachings guide the way Muslims act in the world? How are Muslim beliefs expressed in practice? The ways in which beliefs impact on action: expectations of behaviour,</i></p>	<p>Salvation UC 2b.7 (core) What difference does the resurrection make for Christians? <i>[How do Christians behave/act because of their beliefs about Jesus and the resurrection?]</i></p>	<p>Incarnation UC 2b.4 (core) Was Jesus the Messiah? <i>[Was Jesus who he said he was? Did the resurrection happen? Does it matter if it didn’t?]</i></p>	<p>Creation UC 2a.1 (core) What do Christians learn from the creation story?</p>	

	<i>beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals]</i>	<i>ways in which people act, examples of contemporary individuals]</i>			
Year 6	<p>God UC 2b.1 (core) What does it mean if God is loving and holy?</p>	<p>LAS Additional Unit Designed by the School (including Christianity): Do you have to believe in God to be good? [Opportunity to study Buddhism/Humanism/atheism and explore e.g. issues of social justice]</p>	<p>Creation UC 2b.2 (core) Creation and Science: Conflicting or Complementary?</p>	<p>Creation UC 2b.2 (digging deeper) Creation and Science: Conflicting or Complementary?</p>	<p>LAS Compulsory Life Journey – Hinduism/Islam [Hinduism: How do Hindus show they belong? Islam: How do Muslims show they belong? Rites of passage; include other religions, e.g. Bar/Bat Mitzvah in Judaism, confirmation in Christianity; have looked at how we know whether religious claims are true or not – this unit considers whether their truth or otherwise actually matters – what impact does religion have on people’s lives, regardless of whether they can prove their beliefs to be true or not]</p>