Blackmoor Park Junior School R.E. Long Term Plan

Year	Autumn Term	Spring Term	Summer term
3	**What do different people believe about God?** Christians, Hindus and Muslims	**Why do people pray?** Christians, Hindus, Muslims	**What does it mean to be a Christian in Britain today?**
	National Curriculum • Describe some of the ways in which Christians Hindus and/or Muslims describe God. • Ask questions and suggest some of their own responses to ideas about God. • Suggest why having a faith or belief in something can be hard. • Identify how and say why it makes a difference in people's lives to believe in God.	**National Curriculum** • Describe the practice of prayer in the religions studied • Make connections between what people believe about prayer and what they do when they pray • Describe ways in which prayer can comfort and challenge believers • Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3).	**National Curriculum** • Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings • Describe some ways in which Christian express their faith through hymns and modern worship songs • Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes • Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others
	Key vocabulary God, believe, belief, Christian, Hindu, Muslim, faith, Holy Trinity, Trimurti, Allah	**Key vocabulary** Miracle, worship, festival, celebration, symbol, symbolic, symbolism, prayer, meditation, reflection	**Key vocabulary** Teachings, hymns, express, church, communion, pray, Catholic, Protestant, denomination, Holy
	At the end of this unit, children will know • Think of reasons why some people believe in God and some do not. • Discover what Christians mean when they say 'Father, Son and Holy Spirit' for God • Describe some simple Muslim beliefs about God based on 12 of the 99 Names of Allah • Describe the Shahadah, the Muslim statement of faith in one God • Describe the symbolism of Hindu murtis / statues of the gods and goddesses. • Describe what Hindu people say about God (Ultimate Reality) and about their gods and goddesses.	**At the end of this unit, children will know** • Describe and outline some ways Christians pray, including using the Lord's Prayer. • Describe and outline some ways Muslims pray, including how they use the First Surah of the Holy Qur'an • Describe and outline some ways some Hindus pray and worship, including using the Gayatri Mantra • Make connections between what Christians, Muslims and Hindus believe about prayer and what they do when they pray • Describe ways in which prayer can comfort and challenge believers • Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray	**At the end of this unit, children will know** • Describe two things that Christians do to show their faith making connections to a Christian belief or teaching for each • Describe how one hymn or song shows specific Christian beliefs or teaching • Describe two things that might be hard or a challenge about being a Christian • Give reasons why Christians and others help other people • Note similarities and differences between the reasons that religious people and on religious people give for helping people • Describe an example of a Christian you have studied who helped others by his or her actions. Why did they do this?

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4	**Why do some people think that life is like a journey and what significant experiences mark this?** Christians, Hindus, Jewish people and Humanists	**Why is Jesus inspiring to some people?**	**What can we learn from religions about deciding what is right and wrong?** Christians, Jewish people and Humanists
	National Curriculum • Suggest why some people see life as a journey and identify some of the key milestones on this journey • Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean • Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people • Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief.	**National Curriculum** • Make connections between some of Jesus' teachings and the way Christians live today • Describe how Christians celebrate Holy Week and Easter Sunday • Identify the most important parts of Easter for Christians and say why they are important • Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter	**National Curriculum** • Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions • Make connections between stories of temptation and why people can find it difficult to be good • Give examples of ways in which some inspirational people have been guided by their religion • Discuss their own and others' ideas about how people decide right and wrong.
	Key vocabulary Journey, milestone, life, ceremonies of commitment, rituals, community, belief, belonging, Christian, Jewish, Hindu	**Key vocabulary** Jesus, teachings, celebrate, Holy Week, Easter Sunday, gospel, incarnation, salvation, Palm Sunday, Maundy Thursday, Good Friday	**Key vocabulary** Rules, temptation, inspirational, guidance, right, wrong, Beatitudes, Ten Commandments, Golden Rule, tradition
	At the end of this unit, children will know • Describe how life is seen as a journey by some people • Think of reasons why some people have rituals to mark important life events • Describe two different Christian celebrations of belonging/initiation • Describe what happen at a Jewish Bar or Bat Mitzvah ceremony • Describe Hindu beliefs about the journey of life and death using key terms such as dharma, karma and moksha • Describe the significance of the Hindu sacred thread ceremony • Describe a wedding ceremony for two different religions	**At the end of this unit, children will know** • Connect the story of the unforgiving servant with an example of Christian life or action • Connect the story of the feeding of the five thousand with an example of Christian life or action • Define clearly and illustrate key Christian terms by referring to events from Holy Week and Easter • Describe how and why Christians celebrate/mark Palm Sunday, Maundy Thursday, Good Friday and Easter day. • Identify the most important parts of Easter for Christians and say why they are important	**At the end of this unit, children will know** • Describe what temptation is and how it can affect people's behaviour • Make links between stories about temptation examples of people being tempted now • Describe ways in which followers of Judaism and Christianity might use the Beatitudes and Ten Commandments to help them decide right and wrong • Explain how Golden Rule can be found in the thinking of many different groups of people including Jewish people, suggest ways Jewish people might follow the rule • Give examples of how the ten commandments might show Jewish people how to live • Explain that many Christians are guided to know what is right and wrong by words of Jesus, including the Beatitudes and two great commandments.

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5	**Why do some people think that God exists?** Christians and Humanists	**If God is everywhere, why go to a place of worship?** Christians, Hindus and Jewish people	**What does it mean to be a Muslim in Britain today?**
	National Curriculum • Outline clearly a Christian understanding of what God is like, using examples and evidence • Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging • Express thoughtful ideas about the impact of believing or not believing in God on someone's life • Present different views on why people believe in God or not, including their own ideas.	**National Curriculum** • Make connections between how believers feel about places of worship in different traditions • Select and describe the most important functions of a place of worship for the community • Give examples of how places of worship support believers in difficult times, explaining why this matters to believers • Present ideas about the importance of people in a place of worship, rather than the place itself	**National Curriculum** • Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad • Describe and reflect on the significance of the Holy Qur'an to Muslims • Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils • Make connections between the key functions of the mosque and the beliefs of Muslims
	Key vocabulary God, Christian, Humanist, belief, theism, atheism, agnosticism, existence, fact, opinion, evidence	**Key vocabulary** Worship, traditions, community, believers, Anglican, Baptist, mandir, church, synagogue, Hindu, Jewish	**Key vocabulary** Muslim, Five Pillars, Prophet, Muhammad, Qur'an, guidance, mosque, Shahadah, Salah, Sawm, Zakat, Hajj
	At the end of this unit, children will know • Give several examples to show how believing in God can affect people's lives differently • Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging • Express their own ideas about theism, atheism and agnosticism • Suggest answers to some of the Big Questions about the existence of God • Consider reasons that people might believe or not believe in God • Respond thoughtfully to the question, "Is God real?", giving evidence to back up my ideas • consider how facts, beliefs and opinions come about and how they are interpreted • respond thoughtfully to the question, "Is God real?", giving evidence to back up my ideas.	**At the end of this unit, children will know** • Describe and explain differences within Anglican and Baptist churches • Make links between Christian beliefs and features of these places of worship • Describe differences between worship in the home and at the mandir • Describe the differences between different Jewish synagogues • Make links between Jewish beliefs and features of Jewish places of worship • Describe what places of worship are for • Describe what people from different religions would say the most important function of their place of worship is • Make links between Hindu beliefs and worship • Give examples of how places of worship are helpful to believers in difficult times • Explain how and some people see the place of worship as being more about the people than the building	**At the end of this unit, children will know** • Make links between Muslim practice of the five pillars and Muslim beliefs about God • Make links between Muslim practice of each of the five pillars and Muslim beliefs about Prophet Muhammad • Describe and reflect on how the Qur'an is significant to Muslims • Describe and reflect on how other forms of guidance eg Hadith are significant to Muslims • Compare, noting similarities and differences, the guidance I use to the guidance used by a Muslim • Identify and explain connections between the main functions of the Mosque and Muslim beliefs

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6	**What do religions say to us when life gets hard?** Christians, Hindus and Humanists	**Is it better to express your religion in arts and architecture or in charity and generosity?** Christians, Muslims and Humanists	**What difference does it make to believe in ahimsa (harmlessness), grace and Ummah (community)?** Christians, Hindus and Muslims.
	National Curriculum • Express ideas about how and why religion can help believers when times are hard, giving examples • Outline Christian, Hindu and/or nonreligious beliefs about life after death • Explain some similarities and differences between beliefs about life after death • Explain some reasons why Christians and Humanists have different ideas about an afterlife.	**National Curriculum** • Describe and make connections between examples of religious creativity (buildings and art) • Show understanding of the value of sacred buildings and art • Suggest reasons why some believers see generosity and charity as more important than buildings and art • Apply ideas about values and from scriptures to the title question.	**National Curriculum** • Make connections between beliefs and behaviour in different religions • Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions • Outline the challenges of being a Hindu, Christian or Muslim in Britain today • Consider similarities and differences between beliefs and behaviour in different faiths.
	Key vocabulary Non-religious, afterlife, death, life, Christian, Humanist, soul, reincarnation, karma, funeral	**Key vocabulary** Religious creativity, sacred, charity, scriptures, religious sources, Muslim, mosque	**Key vocabulary** Ahimsa, grace, Ummah, teachings, wisdom, Gandhi, sewa, principles, religious commitments
	At the end of this unit, children will know • Give reasons why some people might be comforted by their beliefs when someone dies • Describe the impact that the belief that we have a soul might have on the way someone might live their life • Describe the Hindu belief in reincarnation and Karma • Describe a link between a reading that might be used at a funeral and a Christian belief about life after death • Describe what might happen in a Christian funeral explaining how it shows some Christian beliefs about life after death • Explain some similarities and differences between the Muslim belief in Judgement and Christian belief in Judgement and how that is similar and different to the Hindu belief in reincarnation • Describe similarities and differences between non-religious and Christian beliefs about the afterlife • Look for similarities and differences between their own views about life after death and the beliefs of Hindus, Christians, Muslims or non-religious people	**At the end of this unit, children will know** • Understand different reasons why some buildings are sacred • Consider, discuss and weigh up different views about why mosques are important • Consider, discuss and weigh up different views about why Christian sacred buildings are important • Consider, discuss and weigh up different views about why religious art is important • Suggest reasons, quoting religious sources, why Muslims consider charity and generosity important • Notice, list and explain similarities and differences between different sacred buildings • Notice, list and explain similarities and differences between Christian and Muslim sacred buildings • Describe and make connections between examples of religious creativity in Muslim buildings • Describe why mosques matter to the Muslim community	**At the end of this unit, children will know** • Make connections between beliefs and behaviour in different religions • Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions • Describe the impact of some of Gandhi's principles and show how his words can be used to address contemporary situations • Explain the connection between the work of Sewa UK to the Hindu concepts of sewa and ahimsa • Make connections between beliefs and behaviour in Christian religion • Make connections between belief in the grace of God teachings and sources of wisdom in the three religions • Outline the challenges of being a Hindu, Christian or Muslim in Britain today • Consider similarities and differences between beliefs and behaviour in different faiths • Describe some of the impacts of religious commitments on life.