

Fiskerton CE Primary School Long Term Plan Religious Education

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
School Value Year A	Thankfulness	Friendship	Peace	Forgiveness	Self-Belief	Hope
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Rabbits (EYFS)	LAS EYFS Unit Myself [Introduce people who belong to a religious group] Key Vocab Christian Muslim Jew Hindu God	LAS EYFS Unit Special people to me [Introduce people who are important to members of a religious group, e.g. Jesus, Prophet Muhammad, vicar, imam, etc.] Incarnation UC F2 (core) Why do Christians perform Nativity plays at Christmas? Key Vocab Vicar Imam Rabbi Jesus Muhammad God	LAS EYFS Unit Our special books [Introduce stories from religions and important books for members of a religious group; think about ways in which religious people treat their special books] Key Vocab Bible Qur'an Torah	Salvation UC F3 (core) Why do Christians put a cross in an Easter garden? Key Vocab Christian Jesus God Easter Cross	Creation UC F1 (core) Why is the word 'God' so important to Christians? Key Vocab Christian God Creation Care Responsibility	LAS Unit Our beautiful world [Introduce stories about creation and some beliefs about the natural world, e.g. the duty to care for the environment] Key Vocab Muslim Jew Hindu God Creation Care Responsibility Beautiful
Learning Links	At the start of the year, the children will be learning more about each other, through our learning	Having introduced the idea of religious worldviews, this is an opportunity to introduce some people who are important within a range	Reading is a key part of our curriculum and runs through everything we did. We	Having learned about stories that are important to religious people, this is an	This builds on pupils' learning about special books and special stories by exploring the Christian story of creation in more detail,	Having learned about the Christian story of creation, this unit broadens the pupils' understanding of different ways in which

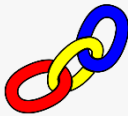
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	journey. We are also getting to know them. This is a chance for them to learn that, for some people, occupying a religious worldview is part of who they are	of religious worldviews. The Understanding Christianity unit offers an opportunity to do this with a focus on the significance of Jesus for Christians. This links back to our school vision that everyone is valued and valuable. It also links to our Nativity Performance.	celebrate our love of books as well as explore more about religious worldviews through story.	opportunity to look in depth at a story that is very important to Christians. We also link this to other events in our school to celebrate Easter.	again linking to the importance of reading and a love of books in our school.	religious and non-religious people understand and engage with the natural world. We link this with our forest schools and PSED learning, using the text 'What a Waste' to encourage the children to take an active role in caring for the environment.
	Hedgehogs (Y1/2) Year A God UC 1.1 (core) What do Christians believe God is like? Key Vocab God Creation Jesus Incarnation Bible Crucifixion Resurrection Disciple	Creation UC 1.2 (core) Who do Christians believe made the world? Key Vocab Jesus Creation Bible Sustainer	LAS Compulsory God – Islam <i>[How is Allah described in the Qur'an? What do Muslims learn about Allah and their faith through the Qur'an?]</i> Key Vocab Allah Harmony Tawhid Shariah Guidance Qur'an Prophet	LAS Compulsory Community – Islam <i>[What do Muslims do to express their beliefs? Which celebrations are important to Muslims?]</i> Key Vocab Allah Tawhid Harmony Shariah Ummah Makkah Qu'ran	LAS Additional Places of worship (including Christianity) Believing, Living, Thinking <i>[Choose three key objects, features or symbols and look at:</i> - <i>what they tell us about beliefs about God/humans/the world around them</i> - <i>how they are used in practice – i.e. what impact they have on the community</i> <i>Must include at least one religion/worldview other than Christianity and Islam]</i> Key Vocab Muslim words Mosque Allah Harmony Shariah	

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			Night of Power	Eid ul Fitr Ramadan Eid ul-Adha	Ummah Makkah Prayer mat Qibla Minaret Jewish words Synagogue Torah Scroll Yad Ner Tamid Christian words Church Candle Prayer Font Baptism Altar
Learning links 	Children build on learning in EYFS by exploring in detail ways in which Christians articulate their beliefs about God	Building on learning in the previous term, children explore how Christians articulate their different beliefs about the origins of the universe and the ways in which these connect with beliefs about God. We encourage the children to ask 'Big Questions'.	Children have the opportunity to build on learning in EYFS and autumn term by exploring in detail ways in which Muslims articulate their beliefs about Allah (God). Again reminding the children that everyone is valued and	Children build on their learning in the previous term by exploring different ways in which Muslims worship Allah (God).	Having learned about different ways in which Muslims worship Allah (God), children have the opportunity to explore different places of worship across different religious traditions. This also builds on learning in Early Years. It also links to our school vision about everyone being valued and valuable.

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			valuable- linking to our school value of respect.		
Hedgehogs (Y1/2) Year B	LAS Compulsory Being Human – Islam <i>[What does the Qur'an say about how Muslims should treat others and live their lives? How can Muslim faith and beliefs be seen in the actions of inspirational Muslims?]</i> Key Vocab Allah Tawhid Harmony Shariah Qur'an Prophet The Five Pillars of Islam Zakat (Alms)	LAS Compulsory Life Journey – Islam <i>[What do Muslims do to celebrate birth? What does it mean and why does it matter to belong?]</i> Key Vocab Tawhid Harmony Shariah Ummah Adhaan Aqiqah Zakat (Alms)	LAS Additional Thankfulness <i>(including Christianity)</i> Believing, Living, Thinking <i>[Must include at least one religion/worldview other than Christianity and Islam. E.g. harvest in Christianity, Sukkot in Judaism, Holi in Hinduism]</i> Key Vocab Baptism Aqiqah Harvest Covenants The Ten Commandments Sukkot Etrog	Salvation UC 1.5 (core) Why does Easter matter to Christians? Key Vocab God Jesus Salvation Holy Trinity Resurrection Sins Sacrifice Crucifixion Holy week Palm Sunday Lent Incarnation	Incarnation UC 1.3 (core) Why does Christmas matter to Christians? Key Vocab God Jesus Salvation Holy Trinity Advent Bible Incarnation
Learning links	Building on the learning from last year, children	Having explored beliefs about human beings in the previous term,	Building on the learning in Autumn Term, children broaden their understanding of different ways in	In this term, children have the opportunity to explore in depth the	Children have the opportunity to explore in more depth the key

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	learn more about what Muslims believe about human beings, their relationship to each other and their relationship to Allah (God).	children now have the opportunity to learn about how Muslims welcome a new human into the world. Thinking about how Muslims live and linking it to how they welcome a new family member.	which religious and nonreligious people show gratitude. This also links to our school value Thankfulness.	story of Jesus' crucifixion and resurrection as something for which Christians express gratitude, again linking to our school value of thankfulness.	figure of Jesus, making connections between Jesus' early years and his adult life (explored in the previous term).
Squirrels (Y3/4) Year A	LAS Compulsory God – Hinduism Believing <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> Key Vocab Brahman Monotheistic Deity (deities) Murti	LAS Compulsory God – Islam Believing <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> Key Vocab Allah Tawhid Harmony 'Adb Khalifa Shariah Qur'an Prophet Iman Ummah Ibadah	God/Incarnation UC 2a.3 (core and digging deeper) What is the Trinity? Key Vocab God Creation Bible Trinity Gospel Baptism	Salvation UC 2a.5 (core) Why do Christians call the day Jesus died 'Good Friday'? Key Vocab God Salvation Bible Resurrection Heaven Sacrifice Incarnation Hope	LAS Additional Big Questions (including Christianity): What does it mean to live a good life? Believing, Living, Thinking <i>[Opportunity to look at guidelines and laws in various religions and non-religious worldviews. Chance to explore whether 'good' means the same thing to everybody]</i> Key Vocab Bible Parable Hadith Kiddush akhlaq zakat Humanism

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	Trimurti Vishnu Shiva Lakshmi Aum Atman Samsara Moksha Dharma Karma	Shahadah Salat Zakat Sawm Hajj Masjid or Mosque Minaret Minbar Wudu			
Learning links 	In this unit, pupils build on prior learning about God in KS1. Hinduism is a new focus for the children, but there are opportunities to compare and contrast with knowledge covered on Christianity and Islam at KS1.	In this unit, children build on their learning about Muslim beliefs about Allah (God) in KS1. Here, they explore different ways in which Muslims use symbols to articulate beliefs about God. There are opportunities to compare and contrast with Hindu beliefs about God.	In this unit, children build on their learning about Christian beliefs about God in KS1 with a key focus on the Christian understanding of God as Trinity. There are also opportunities to compare and contrast with learning in autumn term on Hindu and Muslim beliefs about God.	In this unit, children build on their learning in spring term by exploring the second person of the Trinity (God the Son, Jesus) in more depth.	Having explored why Christians believe the crucifixion of Jesus is a 'good' thing, children develop their learning by investigating
Squirrels (Y3/4) Year B	LAS Additional Big Questions (including Christianity): Why do we celebrate? Believing, Living, Thinking	LAS Compulsory Community – Hinduism Living <i>[How is Hindu belief expressed personally and collectively? How does Hindu worship and celebration build a sense of community?]</i>	LAS Compulsory Community – Islam Living <i>[How is Muslim worship expressed collectively? How does</i>	Creation UC 2a.1 (core) What do Christians learn from the creation story? Key Vocab	LAS Additional Pilgrimage (including Christianity) <i>[What is a pilgrimage? What does pilgrimage involve? E.g. Christian pilgrimage to Walsingham, Lourdes, Iona, Jerusalem, Muslim pilgrimage to Makkah, Jewish pilgrimage to Jerusalem, Hindu pilgrimage to the Ganges, etc. Environmental impact of pilgrimage]</i>

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	<i>[What different events/times of life do we celebrate? How do different people celebrate things differently? How does celebration relate to remembrance?]</i> Key Vocab Celebration Ceremony Ketubah Kiddush Confirmation Holly Communion	<i>Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world]</i> Key Vocab Brahman Deity (plural = deities) murti Dharma mandir Diwali Holi Holly Communion Raksha Bandhan	<i>Muslim worship and celebration build a sense of community?</i> <i>Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world]</i> Key Vocab Allah Tawhid Harmony Shariah Ummah Shahdah adhaan salat Zakat Sawm Hajj Pilgrimage	God Creation Bible Ten Commandments Pilgrimage	Key Vocab Pilgrimage Jerusalem Pilgrim badges Jesus Prophet Muhammad the Kumbh Mela
Learning links	This unit asks children to think	This unit explores specific celebrations	This unit explores specific	This unit explores	This unit introduces the theme of pilgrimage, looking at it through the lens of both religious

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	of different reasons why humans celebrate. It explores how people celebrate good things and difficult things. It builds on learning in EYFS and KS1 around festivals and rites of passage	related to a Hindu worldview. It builds on learning about worship and celebration from KS1 and the previous term, and introduces questioning about the impact of worship and celebration on the natural world. This latter theme runs as a golden thread throughout this year.	celebrations related to a Muslim worldview. It builds on learning about worship and celebration from KS1 and the previous term, and introduces questioning about the impact of worship and celebration on the natural world. This latter theme runs as a golden thread throughout this year	different Christian views about the natural world and explores what Christians believe about the relationship between the natural world and human beings. It considers the impact of human action on the natural world, building on the work carried out in the previous two terms	and non-religious worldviews. It particularly focuses on the impact of pilgrimage on the natural world, exploring questions about what happens if religious beliefs and practices conflict with each other (e.g. the central Hindu belief in ahimsa [non-violence] and the detrimental impact of the Kumbh Mela pilgrimage festival on the River Ganges).
Badgers (Y5/6) Year A	LAS Compulsory Being Human – Hinduism Believing <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</i>	LAS Compulsory Being Human – Islam Believing <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?</i>	Salvation UC 2b.7 (core) What difference does the resurrection make for Christians? <i>[How do Christians behave/act because of their beliefs about</i>	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>	LAS Additional Expressing Beliefs through the Arts (including Christianity) <i>[How do religious and non-religious people understand the value of creativity? How do religious and non-religious people understand the connection between beliefs about human beings and human creativity? How do religious and non-religious people express their beliefs creatively? Why might some religious people not use pictorial representation to express belief, e.g.</i>

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	<i>Hindu seek to achieve moksha?</i> <i>The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals]</i> Key Vocab Samskaras namkarna jatakarma Upanayana vivaha antyeshti atman Brahman Samsara Dharma karma	<i>The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals]</i> Key Vocab Allah Tawhid Harmony Shariah Ummah Shahdah Hadith Qu'ran	<i>Jesus and the resurrection?]</i> Key Vocab God Salvation Bible Resurrection Heaven Sacrifice Incarnation Hope	Key Vocab God Resurrection Bible Trinity Gospel Salvation Incarnation Messiah Prophecy	<i>Muslims? Spirited Arts competition run by NATRE]</i> Key Vocab Creativity adhaan Creator
Learning links 	This unit builds on learning about Christian and Muslim beliefs about being human	This unit builds on learning about Christian and Muslim beliefs about being human from KS1, and Hindu beliefs about being human from	This unit builds on learning about Christian beliefs about God, Jesus and human	This unit interrogates the evidence for Jesus' resurrection and asks how	The previous units have focused on ways in which religious people express their beliefs through their decision-making and actions. This unit explores a different form of expression: the creative arts. There are opportunities to build on prior learning about celebrations, places of worship and symbols

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	from KS1. It introduces Hindu beliefs about human beings, their relationship to Brahman and to each other. It focuses on the ways in which religious beliefs impact on individuals' decisions and actions.	the previous term. It focuses on the ways in which religious beliefs impact on individuals' decisions and actions.	beings from KS1. It focuses on the impact that belief in the resurrection of Jesus has on a Christian's decisions and actions.	Christians seek to reason about their belief in the resurrection and its significance in their lives. This builds on learning about the significance of Jesus to Christians from KS1.	
Badgers (Y5/6) Year B	God UC 2b.1 (core) What does it mean if God is loving and holy? Key Vocab God Trinity Jesus Incarnation Symbol Triquetra Authority Bible Holy Communion	LAS Additional Unit Designed by the School (including Christianity): Do you have to believe in God to be good? Believing, Living, Thinking <i>[Opportunity to study Buddhism/Humanism/atheism and explore e.g. issues of social justice]</i> Key Vocab Buddhism Eightfold path Humanists Afterlife	Creation UC 2b.2 (core) Creation and Science: Conflicting or Complementary? Key Vocab God Creation Bible Cosmology Evolution Conflict Complementary Controversy	Creation UC 2b.2 (digging deeper) Creation and Science: Conflicting or Complementary? Key Vocab God Creation Bible Cosmology Evolution Conflict Complementary Controversy	LAS Compulsory Life Journey – Hinduism/Islam <i>[Hinduism: How do Hindus show they belong?</i> <i>Islam: How do Muslims show they belong?</i> <i>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]</i> Key Vocab Samskaras

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				Psalm Majestic	namkarna jatakarna Upanayana vivaha antyeshti atman Brahman Samsara Dharma karma Jewish words Brit milah Bar/ bar mitzah ketubah Kiddush
Learning Links 	This unit interrogates the evidence for the Christian belief that God is holy and loving. It also explores some of the real-life implications for Christians if God is holy and loving. This builds on prior learning about God as Trinity and Jesus as God incarnate (God 'in the flesh').	This unit builds on the prior term by exploring some of the arguments for and against the existence of God. It builds on prior learning in Squirrels ('What is a Good Life?') by deepening childrens' understanding of how different religious and nonreligious worldviews articulate what it means to be 'good'.	The previous two terms have explored some of the ways in which religious and non-religious people present evidence to support their beliefs and claims. This unit deepens this learning by interrogating the relationship between science and religion, asking whether	This unit provides children with a further opportunity to deepen their understanding of different ways of reasoning about the world.	This unit looks back at the previous terms, which have all focused on the question of how religious and non-religious people reason about the world around them, using different kinds of evidence to support their beliefs and claims. In this unit, children ask the fundamental question of whether having 'proof' of a truth claim actually matters to religious believers. It explores a range of rites of passage, asking whether the value of religion is in its claims about God, humanity and the world, or in the rhythm it provides in a human life: every day, every week, every year, and across a whole lifetime

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			a scientific worldview is compatible with a religious worldview.		
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