

Class 1		Reception: Christianity and other faiths			KS1: Judaism and Christianity		
<b>B</b> Years R & 1	<b>F4:</b> What times are special and why? (Harvest and Sukkot) E	<b>Unit 1.6:</b> How and why do we celebrate special and sacred times? (Part 1: Christmas and Hanukah) E	<b>Unit 1.3:</b> Who is a Jew and what do they believe? (Part 1) B	<b>F1:</b> Which stories are special and why? B	<b>Unit 1.4:</b> What can we learn from sacred books? (Part 1) B	<b>F6:</b> What is special about our world? L	
	Christians, Hindus and Jewish people	Christians and Jewish people	Jewish people	Christians, Hindus and Muslims	Christians, Hindus and Jewish people	Christians, Hindus and Jewish people	
<b>A</b> Years R & 1	<b>F5:</b> Being special: where do we belong? L	<b>Unit 1.1:</b> Who is a Christian and what do they believe? (Part 1) B	<b>F4:</b> What times are special and why? E	<b>Unit 1.6:</b> How and why do we celebrate special and sacred times? (Part 2: Easter and Pesach) E	<b>F2:</b> Which people are special and why? B	<b>F3*:</b> Which places are special and why?  <b>Unit 1.5*:</b> What makes some places sacred? E	
	Christians, Hindus and Muslims	Christians	Christians, Hindus and Jewish people	Christians and Jewish people	Christians, Muslims and Jewish people	Christians, Muslims and/or Jewish people	

Class 2				
<b>B</b> Years 2 & 3	<b>Unit 1.1:</b> Who is a Christian and what do they believe? (Part 2) B	<b>Unit 1.3:</b> Who is a Jew and what do they believe? (Part 2) B	<b>Unit 1.4:</b> What can we learn from sacred books? (Part 2) B	<b>Unit 1.8:</b> 1.8 How should we care for the world and for others, and why does it matter? (Part 1) L
	Christians	Jewish people	Christians and Jewish people	Christians, Jewish people and Humanists
<b>A</b> Years 2 & 3	<b>TOPIC 1: Flash 'n' Crash!</b> <b>Unit 1.7:</b> <i>What does it mean to belong to a faith community?</i> L	<b>TOPIC 2: It's a Baby!</b> <b>Unit 1.6:</b> <i>How and why do we celebrate special and sacred times?</i> E	<b>TOPIC 3: Up there, Down here!</b> <b>Unit 1.8:</b> 1.8 How should we care for the world and for others, and why does it matter? (Part 2) L	<b>TOPIC 4: All Mixed Up!</b> <b>Unit 1.5*:</b> What makes some places sacred? E
	Christians and Jewish people	Christians and Jewish people	Christians, Jewish people and Humanists	Christians and Jewish people

Class 3					KS2 Hinduism, Christianity and Islam				
<b>B</b>									
<b>Years 3 &amp; 4</b>		<b>Unit L2.2:</b> Why is the Bible so important for Christians today? <b>B</b>	<b>Unit L2.3:</b> Why is Jesus inspiring to some people? <b>B</b>	<b>Unit L2.6:</b> Why do some people think that life is like a journey and what significant experiences mark this? <b>E</b>	<b>Unit L2.9:</b> What can we learn from religions about deciding what is right and wrong? <b>L</b>				
		Christians	Christians	Christians and Hindus	Christians, Hindus, Muslims, Humanists				
<b>A</b>									
<b>Years 3 &amp; 4</b>		<b>TOPIC 1: I Feel the Earth Move</b> <b>Unit L2.8:</b> What does it mean to be a Hindu in Britain today? <b>L</b>	<b>TOPIC 2: Materialistic</b> <b>Unit L2.7:</b> What does it mean to be a Christian in Britain today? <b>L</b> <b>Unit L2.1:</b> What do different people believe about God? <b>B</b>	<b>TOPIC 3: Rumble in the Jungle</b> <b>Unit L2.5:</b> Why are festivals important to religious communities? <b>E</b> <i>Easter focus possibly an RE week</i>	<b>TOPIC 4:</b> <b>Unit L2.4*:</b> Why do people pray? <b>E</b>				
		Hindus	Christians, Hindus and Muslims	Christians, Hindus and Muslims	Christians, Hindus or Muslims				

Class 4						KS2 Hinduism, Christianity and Islam					
<b>B</b>		<b>TOPIC 1: I'm a survivor</b>		<b>TOPIC 2: It's a matter of state</b>		<b>TOPIC 3: Enlighten me!</b>		<b>TOPIC 4: Our bodies</b>		<b>TOPIC 5: Turbulent times!</b>	
<b>Years 5 &amp; 6</b>		<b>Unit U2.2:</b> What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?) <b>B</b>		<b>Unit U2.7:</b> What matters most to Christians and Humanists? <b>L</b>		<b>Unit U2.5:</b> Is it better to express your beliefs in arts and architecture or in charity and generosity? <b>E</b> <i>Please note this unit allows for some whole class or project work that recalls past study</i>				<b>Unit U2.3:</b> What do religions say to us when life gets hard? <b>B</b> <i>Please note this unit allows for some whole class or project work that recalls past study about being Christian, Hindu etc</i>	
		Christians		Christians, Humanists		Christians, Muslims, Humanists				Christians, Hindus, Humanists	
<b>A</b>											
<b>Years 5 &amp; 6</b>		<b>TOPIC 1: Survival of the fittest</b> <b>Unit U2.6:</b> What does it mean to be a Muslim in Britain today? <b>L</b>		<b>TOPIC 2: Spinning in circles</b> <b>Unit U2.1:</b> Why do some people think God exists? <b>B</b>		<b>TOPIC 3: There and back again!</b> <b>Unit U2.8:</b> What difference does it make to believe in Ahimsa, Grace and/or Ummah? <b>L</b>		<b>TOPIC 4: Our bodies</b>		<b>TOPIC 5: Make it spark!</b> <b>Unit U2.4*:</b> If God is everywhere, why go to a place of worship? <b>E</b> <i>Possible RE week or fortnight with a focus on a visit to the church and the mandir</i>	

# RE Long Term Plan – Progression of skills

# Morton Primary School

	Muslims	Christians, Humanists	Christians, Hindus and Muslims		Christians, Hindus and Muslims
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**Year cycle B:** 2020/2021 onwards  
**Year cycle A:** 2021/2022 onwards

*\*This could involve a whole school visit to Derby, be an RE week or fit into a cross curricular unit of study.*

REV: June 2020

## RE Curriculum Progress Map Overview

	FS (Discovering)	KS1 (Exploring)	Lower KS2 (Connecting)	Upper KS2 (Connecting)
<b>Believing</b> (Religious beliefs, teachings, sources: questions about meaning, purpose and truth.)		1.1 Who is a Christian and what do they believe? 1.2 Who is a Muslim and what do they believe? 1.3 Who is Jewish and what do they believe?	L2.1 What do different people believe about God?	U2.1 Why do some people believe God exists?
	F1 Which stories are special and why?	1.4 What can we learn from sacred books?	L2.2 Why is the Bible so important for Christians today?	
	F2 Which people are special and why?		L2.3 Why is Jesus inspiring to some people today?	U2.2 What would Jesus do? Can we live by the values of Jesus in the twenty-first century?
				U2.3 What do religions say to us when life gets hard?
<b>Expressing</b> (Religious and spiritual forms of expression; questions about identity and diversity.)	F3. What places are special and why?	1.5 What makes some places sacred?	L2.4 Why do people pray?	U2.4 If God is everywhere, why go to a place of worship?
	F4. What times are special and why?	1.6 How and why do we celebrate special and sacred times?	L2.5 Why are festival important to religious communities?	U2.5 Is it better to express your beliefs in arts and architecture or in charity or generosity?
			L2.6 Why do some people think that life is a journey and what significant experiences mark this?	

## RE Curriculum Progress Map Overview

	FS (Discovering)	KS1 (Exploring)	Lower KS2 (Connecting)	Upper KS2 (Connecting)
<b>Living</b> (Religious practices and ways of living; questions about values and commitments.)	F5. Being Special: Where do we belong?	1.7 What does it mean to belong to a faith community?	L2.7 What does it mean to be Christian in Britain today?  L2.8 What does it mean to be a Hindu in Britain today?	U2.6 What does it mean to be a Muslim in Britain today?
		1.8 How should we care for others and the world, and why does it matter?	L2.9 What can we learn from religions about deciding what is right and wrong?	U2.7 What matters most to Christians and Humanists?
	F6. What is special about our world?			U2.8 What difference does it make to believe in ahimsa (harmlessness), grace, and/or Ummah (community)?

Class 1	Reception: Christianity and other faiths			KS1: Judaism and Christianity		
<p><b>B</b> <b>Years R &amp; 1</b></p>	<p><b>F4:</b> What times are special and why? (Harvest and Sukkot) <b>E</b> *Give examples of special occasions and suggest features of a good celebration * Recall simple stories connected with Christmas/Easter and a festival from another faith * Say why Christmas/Easter and a festival from another faith are special times for believers.</p>	<p><b>Unit 1.6:</b> How and why do we celebrate special and sacred times? (Part 1: Christmas and Hanukah) <b>E</b> *Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1). * Re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2). *Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1). *Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1).</p>	<p><b>Unit 1.3:</b> Who is a Jew and what do they believe? (Part 1) <b>B</b> * Talk about how the mezuzah in the home reminds Jewish people about God (A3). *Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1). *Re-tell a story that shows what Jewish people at the festival of Chanukah might think about God, suggesting what it means (A2).</p>	<p><b>F1:</b> Which stories are special and why? <b>B</b> *Talk about some religious stories *recognise some religious words eg., about God. *Identify some of their own feelings in the stories they hear. *Identify a sacred text eg. Bible Qu’ran. *Talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do.</p>	<p><b>Unit 1.4:</b> What can we learn from sacred books? (Part 1) <b>B</b> *Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3). * Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2). *Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1). *Talk about issues of good and bad, right and wrong arising from the stories (C3).</p>	<p><b>F6:</b> What is special about our world? <b>L</b> * talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world * re-tell stories, talking about what they say about the world, God, human beings * think about the wonders of the natural world, expressing ideas and feelings * express ideas about how to look after animals and plants * talk about what people do to mess up the world and what they do to look after it</p>
	<p>Christians, Hindus and</p>	<p>Christians and Jewish people</p>	<p>Jewish people</p>	<p>Christians, Hindus and</p>	<p>Christians, Hindus and</p>	<p>Christians, Hindus and</p>

Year cycle B: 2020/2021 onwards

Year cycle A: 2021/2022 onwards

\*This could involve a whole school visit to Derby, be an RE week or fit into a cross curricular unit of study.

REV: June 2020

# RE Long Term Plan – Progression of skills

# Morton Primary School

	Jewish people			Muslims	Jewish people	Jewish people
<b>A</b> <b>Years R &amp; 1</b>	<p><b>F5:</b> Being special: where do we belong? <b>L</b></p> <p>*re-tell religious stories making connections with personal experiences *share and record occasions when things have happened in their lives that made them feel special *recall simply what happens at a traditional Christian infant baptism and dedication *recall simply what happens when a baby is welcomed into Islam.</p>	<p><b>Unit 1.1:</b> Who is a Christian and what do they believe? (Part 1) <b>B</b></p> <p>*Talk about some simple ideas about Christian beliefs about God and Jesus (A1). * Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2) *Talk about issues of good and bad, right and wrong arising from the stories (C3). * Ask some questions about believing in God and offer some ideas of their own (C1)</p>	<p><b>F4:</b> What times are special and why? <b>E</b></p> <p>*Give examples of special occasions and suggest features of a good celebration * Recall simple stories connected with Christmas/Easter and a festival from another faith * Say why Christmas/Easter and a festival from another faith are special times for believers.</p>	<p><b>Unit 1.6:</b> How and why do we celebrate special and sacred times? (Part 2: Easter and Pesach) <b>E</b></p> <p>*Identify some ways Christians celebrate Christmas/Easter/ Harvest/Pentecost and some ways a festival is celebrated in another religion (A1). * Re-tell stories connected with Christmas/ Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2). *Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1). *Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1).</p>	<p><b>F2:</b> Which people are special and why? <b>B</b></p> <p>* talk about people who are special to them * say what makes their family and friends special to them * identify some of the qualities of a good friend * recall and talk about stories of Jesus as a friend to others * recall a story about a special person in Sikhism and talk about what can be learnt from it.</p>	<p><b>F3*:</b> Which places are special and why? *talk about somewhere that is special to themselves, saying why * be aware that some religious people have places which have special meaning for them * talk about the things that are special and valued in a place of worship * identify some significant features of sacred places * recognise a place of worship. * get to know and use appropriate words to talk about their thoughts and feelings when visiting a church.</p> <p><b>Unit 1.5*:</b> What makes some places sacred? <b>E</b></p> <p>*Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3). * Talk about ways in which stories, objects,</p>

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REV: June 2020

# RE Long Term Plan – Progression of skills

# Morton Primary School

						symbols and actions used in churches, mosques and/or synagogues show what people believe (B2). * Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1).
	Christians, Hindus and Muslims	Christians	Christians, Hindus and Jewish people	Christians and Jewish people	Christians, Muslims and Jewish people	Christians, Muslims and/or Jewish people

Class 2				
B				
Years 2 & 3	<p><b>Unit 1.1:</b> Who is a Christian and what do they believe? (Part 2) B</p>	<p><b>Unit 1.3:</b> Who is a Jew and what do they believe? (Part 2) B</p>	<p><b>Unit 1.4:</b> What can we learn from sacred books? (Part 2) B</p>	<p><b>Unit 1.8:</b> 1.8 How should we care for the world and for others, and why does it matter? (Part 1) L</p>
	<p>Talk about some simple ideas about Christian beliefs about God and Jesus (A1). Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2). Talk about issues of good and bad, right and wrong arising from the stories (C3). Ask some questions about believing in God and offer some ideas of their own (C1).</p>	<p>Talk about how the mezuzah in the home reminds Jewish people about God (A3). Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1). Re-tell a story that shows what Jewish people at the festival of Chanukah might think about God, suggesting what it means (A2).</p>	<p>Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3). Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2). Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1). Talk about issues of good and bad, right and wrong arising from the stories (C3).</p>	<p>Re-tell Bible stories and stories from another faith about caring for others and the world (A2). Identify ways that some people make a response to God by caring for others and the world (B1). Talk about issues of good and bad, right and wrong arising from the stories (C3). Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2). Use creative ways to express their own ideas about the creation story and what it</p>

Year cycle B: 2020/2021 onwards  
Year cycle A: 2021/2022 onwards

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REV: June 2020

# RE Long Term Plan – Progression of skills

# Morton Primary School

				says about what God is like (C1).
	Christians	Jewish people	Christians and Jewish people	Christians, Jewish people and Humanists
<b>A</b>	<b>TOPIC 1: Flash 'n' Crash!</b>	<b>TOPIC 2: It's a Baby!</b>	<b>TOPIC 3: Up there, Down here!</b>	<b>TOPIC 4: All Mixed Up!</b>
<b>Years 2 &amp; 3</b>	<b>Unit 1.7:</b> <i>What does it mean to belong to a faith community?</i> <b>L</b>	<b>Unit 1.6:</b> <i>How and why do we celebrate special and sacred times?</i> <b>E</b>	<b>Unit 1.8:</b> 1.8 How should we care for the world and for others, and why does it matter? (Part 2) <b>L</b>	<b>Unit 1.5*:</b> What makes some places sacred? <b>E</b>
	Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3). Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1). Identify two ways people show they belong to each other when they get married (A1). Respond to examples of co-operation between different people (C2)	Identify some ways Christian celebrate Christmas/Easter/Harvest / Pentecost and some ways a festival is celebrated in another religion (A1). Re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2). Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1). Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1).	Re-tell Bible stories and stories from another faith about caring for others and the world (A2). Identify ways that some people make a response to God by caring for others and the world (B1). Talk about issues of good and bad, right and wrong arising from the stories (C3). Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2) Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1).	Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3). Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2). Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1).
	Christians and Jewish people	Christians and Jewish people	Christians, Jewish people and Humanists	Christians and Jewish people

<b>Class 3</b>	<b>KS2 Hinduism, Christianity and Islam</b>			
<b>B</b>				
<b>Years 3 &amp; 4</b>	<b>Unit L2.2:</b>	<b>Unit L2.3:</b>	<b>Unit L2.6:</b>	<b>Unit L2.9:</b>

Year cycle B: 2020/2021 onwards  
Year cycle A: 2021/2022 onwards

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REV: June 2020

# RE Long Term Plan – Progression of skills

# Morton Primary School

	<p>Why is the Bible so important for Christians today? <b>B</b></p>	<p>Why is Jesus inspiring to some people? <b>B</b></p>	<p>Why do some people think that life is like a journey and what significant experiences mark this? <b>E</b></p>	<p>What can we learn from religions about deciding what is right and wrong? <b>L</b></p>
	<p>*Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2). *Give examples of how and suggest reasons why Christians use the Bible today (B1). *Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression (A1). *Discuss their own and others' ideas about why humans do bad things and how people try to put things right (C3).</p>	<p>*Make connections between some of Jesus' teachings and the way Christians live today (A1). Describe how Christians celebrate Holy Week and Easter Sunday (A1). Identify the most important parts of Easter for Christians and say why they are important (B1). Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2).</p>	<p>*Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2). *Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3). *Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2). *Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1).</p>	<p>*Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1). *Make connections between stories of temptation and why people can find it difficult to be good (A2). *Give examples of ways in which some inspirational people have been guided by their religion (B1). *Discuss their own and others' ideas about how people decide right and wrong (C3).</p>
	Christians	Christians	Christians and Hindus	Christians, Hindus, Muslims, Humanists
<b>A</b>	<b>TOPIC 1: I Feel the Earth Move</b>	<b>TOPIC 2: Materialistic</b>	<b>TOPIC 3: Rumble in the Jungle</b>	<b>TOPIC 4:</b>
<b>Years 3 &amp; 4</b>	<p><b>Unit L2.8:</b> What does it mean to be a Hindu in Britain today? <b>L</b></p>	<p><b>Unit L2.7:</b> What does it mean to be a Christian in Britain today? <b>L</b> <b>Unit L2.1:</b> What do different people believe about God? <b>B</b></p>	<p><b>Unit L2.5:</b> Why are festivals important to religious communities? <b>E</b> <i>Easter focus possibly an RE week</i></p>	<p><b>Unit L2.4*:</b> Why do people pray? <b>E</b></p>
	<p>Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life</p>	<p><b>Unit L2.7:</b> Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1).</p>	<p>*Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2). *Ask questions and give ideas</p>	<p>*Describe the practice of prayer in the religions studied (A2). *Make connections between what people believe about prayer and what they do when</p>

Year cycle B: 2020/2021 onwards  
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REV: June 2020

# RE Long Term Plan – Progression of skills

# Morton Primary School

	<p>(A1). Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2). Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2). Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).</p>	<p>Describe some ways in which Christians express their faith through hymns and modern worship songs (A2). 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 (B2). 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 (C2). <b>Unit L2.1:</b> Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1). Ask questions and suggest some of their own responses to ideas about God (C1). Suggest why having a faith or belief in something can be hard (B2). Identify how and say why it makes a difference in people's lives to believe in God (B1).</p>	<p>about what matters most to believers in festivals (e.g. Easter, Eid) (B2). *Identify similarities and differences in the way festivals are celebrated within and between religions (A3). *Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1)</p>	<p>they pray (A3). *Describe ways in which prayer can comfort and challenge believers (B2). *Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3)</p>
	Hindus	Christians, Hindus and Muslims	Christians, Hindus and Muslims	Christians, Hindus or Muslims

Class 4					
KS2 Hinduism, Christianity and Islam					
B	TOPIC 1: Extreme Weather	TOPIC 2: Ancient Greece	TOPIC 3: Mayan Civilisation	TOPIC 4: Our bodies	TOPIC 5: Harry Potter
Years 5 & 6	<p><b>Unit U2.2:</b> What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?) B</p>	<p><b>Unit U2.7:</b> What matters most to Christians and Humanists? L</p>	<p><b>Unit U2.5:</b> Is it better to express your beliefs in arts and architecture or in charity and generosity?</p>		<p><b>Unit U2.3:</b> What do religions say to us when life gets hard? B <i>Please note this unit allows for some whole class or project work that</i></p>

Year cycle B: 2020/2021 onwards  
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REV: June 2020

			<b>E</b> <i>Please note this unit allows for some whole class or project work that recalls past study</i>		<i>recalls past study about being Christian, Hindu etc</i>
	<p>*Outline Jesus’ teaching on how his followers should live (A2).</p> <p>*Offer interpretations of two of Jesus’ parables and say what they might teach Christians about how to live (B3).</p> <p>* Explain the impact Jesus’ example and teachings might have on Christians today (B1).</p> <p>* Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3).</p>	<p>*Describe what Christians mean about humans being made in the image of God and being ‘fallen’, giving examples (A2).</p> <p>* Describe some Christian and Humanist values simply (B3).</p> <p>* Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied (C3).</p> <p>* Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2).</p>	<p>*Describe and make connections between examples of religious creativity (buildings and art) (A1).</p> <p>* Show understanding of the value of sacred buildings and art (B3).</p> <p>* Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2).</p> <p>* Apply ideas about values and from scriptures to the title question (C2).</p>		<p>*Express ideas about how and why religion can help believers when times are hard, giving examples (B2).</p> <p>* Outline Christian, Hindu and/or nonreligious beliefs about life after death (A1).</p> <p>* Explain some similarities and differences between beliefs about life after death (B2).</p> <p>* Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3).</p>
	Christians	Christians, Humanists	Christians, Muslims, Humanists		Christians, Hindus, Humanists
<b>A</b>	<b>TOPIC 1: Survival of the fittest</b>	<b>TOPIC 2: Spinning in circles</b>	<b>TOPIC 3: There and back again!</b>	<b>TOPIC 4: Our bodies</b>	<b>TOPIC 5: Make it spark!</b>
<b>Years 5 &amp; 6</b>	<p><b>Unit U2.6:</b></p> <p>What does it mean to be a Muslim in Britain today?</p> <p style="text-align: center;"><b>L</b></p>	<p><b>Unit U2.1:</b></p> <p>Why do some people think God exists?</p> <p style="text-align: center;"><b>B</b></p>	<p><b>Unit U2.8:</b></p> <p>What difference does it make to believe in Ahimsa, Grace and/or Ummah?</p> <p style="text-align: center;"><b>L</b></p>		<p><b>Unit U2.4*:</b></p> <p>If God is everywhere, why go to a place of worship?</p> <p style="text-align: center;"><b>E</b></p> <p><i>Possible RE week or fortnight with a focus on a visit to the church and the mandir</i></p>
	<p>*Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2).</p> <p>* Describe and reflect on the significance of the Holy Qur’an to Muslims (B1).</p>	<p>*Outline clearly a Christian understanding of what God is like, using examples and evidence (A2).</p> <p>*Give examples of ways in which believing in God is valuable in the lives of</p>	<p>*Make connections between beliefs and behaviour in different religions (A1).</p> <p>* Make connections between belief in ahimsa, grace and Ummah, teachings</p>		<p>*Make connections between how believers feel about places of worship in different traditions (A3).</p> <p>*Select and describe the most important functions of a place of worship for the</p>

# RE Long Term Plan – Progression of skills

# Morton Primary School

	<p>* Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2).</p> <p>* Make connections between the key functions of the mosque and the beliefs of Muslims (A1).</p>	<p>Christians, and ways in which it can be challenging (B2).</p> <p>* Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1).</p> <p>* Present different views on why people believe in God or not, including their own ideas (C1).</p>	<p>and sources of wisdom in the three religions (A1).</p> <p>* Outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2).</p> <p>* Consider similarities and differences between beliefs and behaviour in different faiths (B3)</p>		<p>community (B3).</p> <p>* Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2).</p> <p>* Present ideas about the importance of people in a place of worship, rather than the place itself (C1).</p>
	Muslims	Christians, Humanists	Christians, Hindus and Muslims		Christians, Hindus and Muslims