

# Eastfield Primary School



RE Long Term Curriculum Plan 2019-2020

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**RE Syllabus - East Riding Syllabus**

**KS1 Key Vocabulary**

-God –Father –Son -Holy Spirit –Jesus –Christmas -Good Friday –Easter –Disciples -Bible (Old and New Testament) –Worship –Sunday –Pray –Baptism – Wedding –Priest  
-Vicar –Church –Judaism –Moses –Noah -Joseph and his brothers -Synagogue -place of worship -Rabbi -special role -Torah -holy book -Hebrew –language -Israel -special place -Hanukkah -key festival -Shabbat -day of rest -Mezuzah -key artefact -Friday -special evening –Respect – Tolerance –Liberty –Rule of Law

**KS2 Key Vocabulary**

–Trinity -The Apostles’ Creed -Symbols of dove, flame and light –Creator -Jesus – Son of God -Son of Man –Saviour –Messiah –Redeemer -Conqueror -Lord’s Prayer -Holy Week -St Paul –Church –Communion –Mass –Bible –Psalms -Way of life -The Ten Commandments -The Sermon on the Mount - Fruits of the Spirit  
-Rites of Passage –Pilgrimage –Hinduism -God (Brahman represented in lots of different ways/characters including Vishnu, Shiva) –Krishna –Lakshmi – Ganesh -Holy books  
-Rama and Sita –Krishna -Vedas including Upanishads -Bhagavad Gita –Love –Loyalty -Family -Respect for all forms of life -Samskars (rituals of birth, initiation, marriage, death) –Divali -Birthdays of Rama (Ramnavami) and Krishna (Janmashtami) -Raksha Bandhan –Holi Beliefs -Ashramas (four different stages of life) –Reincarnation –Karma -Rebirth -Endless cycle: creation, preservation, destruction –Pilgrimages –Varanasi -Source of the Ganges -Mandir (Place of worship) -Lotus flower -Saffron (symbols) -Mantra, yoga and meditation -Rangoli, mehndi patterns –Murti (role of divine images) -Music, Dance and Drama –Respect –Tolerance –Rule of Law –Liberty -Democracy

	Knowledge	Skills	Main Faith Study
EYFS	<b>Integrate in Topic and 4 areas of learning: Creative Development, C.L.&amp;Lit., K &amp; U World, PSD</b>		
Year 1	<b>Caring for the World (1:2)</b>		
	<p><b>Knowledge</b></p> <p>This unit builds on children’s previous learning in EYFS around ‘special’ places. Children will listen and retell the Christian and the Jewish creation story and explain why it is an important story to people of each faith. Teaching will consider why our world is a special place and make pupils consider ways in which we can all help care for the world. Pupils will give examples of how people of Christian and Jewish faith care for the world.</p> <p><u>KS1 Key Vocab</u></p>	<ul style="list-style-type: none"> <li>I can retell the creation story (Christian) and explain why it is important to Christians.</li> <li>I can retell the creation story (Jewish) and explain why it is important to Jews.</li> <li>I can think of a place which is precious to me and explain what makes it special</li> <li>I can explain why the world is a special place</li> <li>I can suggest a way of caring for the world</li> <li>I can give an example of how religious people care for the world.</li> </ul> <p>Christmas</p> <ul style="list-style-type: none"> <li>I can describe how I know Christmas is coming</li> <li>I can explain how Christians prepare for Christmas</li> <li>I can retell the Christmas story</li> <li>I can describe the three gifts</li> </ul>	<p>KS1 Focus: Christianity and 1 other faith</p> <p>KS2 Focus: Christianity and 2 other faiths Christianity and Judaism</p> <p><b>MBV – Objectives (1:2)</b></p> <p><b>-Liberty, Respect &amp; Tolerance.</b></p> <p>-I can show respect and tolerance towards Christians and the world around us.</p> <p>-I can understand the importance of making choices to look after our world.</p> <p>-I can show respect towards the Christian celebration of Christmas.</p>
	<b>Worships and Festivals (1:3)</b>		
	<p><b>Knowledge</b></p> <p>This unit builds on children’s previous learning around ‘special’ places and objects in EYFS and in Unit 1.2 Caring for the world. Pupils will identify Christian and Jewish festivals, investigate traditions from both faiths and where they have come from and the different ways Jews and Christians worship. Pupils will name artifacts that can be found in a church and a synagogue and create questions to a believer about why worship is important to them.</p>	<ul style="list-style-type: none"> <li>I can create a calendar of religious festivals and celebrations for Christians</li> <li>I can create a calendar of religious festivals and celebrations for Jews.</li> <li>I can describe traditions related to Christian celebrations and ask where they originate from</li> <li>I can describe traditions related to Jewish celebrations and ask where they originate from</li> <li>I can compare how Christian and Jews worship.</li> <li>Where do they worship?</li> <li>What do they do to worship?</li> <li>I can compare how Christian and Jews worship.</li> <li>Who leads the worship?</li> <li>Who looks after the place of worship?</li> <li>I can say what a church and synagogue are used for</li> <li>I can name artefacts found in a church and in a synagogue</li> <li>I can listen to religious music and discuss its meaning</li> <li>I can plan questions to ask a believer (e.g. what they do to worship and</li> </ul>	<p><b>MBV – Objectives (1:3)</b></p> <p><b>-Respect &amp; Tolerance.</b></p> <p>-I can demonstrate respect and tolerance towards Christianity.</p> <p>-I can demonstrate respect and tolerance towards Judaism.</p> <p>-I can understand and show respect towards the Christian celebration of Easter.</p>

		<p>why).</p> <p><b>Easter</b></p> <ul style="list-style-type: none"> <li>• I can recognise signs that Easter is on the way</li> <li>• I can say how I feel about Easter and Springtime</li> <li>• I can explain how Christians prepare for Easter</li> <li>• I can retell the Easter story</li> <li>• I can plan a surprise for Mother's day</li> <li>• I can describe how Jesus' friends must have felt when he un-expectedly returned.</li> </ul>	
<b>Looking at Me Looking at You (1:1)</b>			
	<p><b>Knowledge</b></p> <p>This unit builds on children's previous learning in EYFS around themselves as 'special' people. Explore the child's self-concept, enabling an appreciation of their uniqueness as a human being. Teaching promotes a positive attitude to children's identity and explores how Christian's help each other through reading the story, The Good Samaritan and The Feeding of the Five Thousand. Pupils will learn about important life events for Christians such as a christening and compare this ceremony to a Jewish ceremony celebrating birth.</p> <p>Pupils will also listen and retell the Easter Story and explain how Christians prepare for Easter</p>	<ul style="list-style-type: none"> <li>• I can describe what makes me special</li> <li>• I can compare myself to a friend</li> <li>• I can compare a Christian with a Jewish person.</li> <li>• I can say why Christians help others and retell a faith story (e.g. The Good Samaritan, The feeding of the five thousand)</li> <li>• I can describe a Jewish story where people are cared for.</li> <li>• I can describe an important life event for me</li> <li>• I can explain important life events for Christians (e.g. Christening, wedding) and what matters most in these ceremonies</li> <li>• I can compare a Christening with a Jewish ceremony celebrating birth.</li> <li>• I can recognise Christian/Jewish symbols and artefacts and say why they are important (e.g. cross, fish)</li> </ul>	<p><b>MBV – Objectives (1:1)</b></p> <p><b>-Respect &amp; Tolerance.</b></p> <p>-I can respect the differences between myself and others including people of faith.</p> <p>-I can show respect and tolerance towards the importance of Christian and Jewish symbols.</p> <p>-I can show respect and tolerance towards the importance of Christian and Jewish ceremonies.</p>

Year	Questions, Questions (2:3)		
2	<p>This unit builds on previous learning about the world and creation in Unit 1.2 Caring for the world. It provides opportunities for children to develop and explore their own big questions and understand that there may not be a single, straightforward answer to these questions. They will also look at some of the answers faith members may offer. Pupils will focus on answering a big question, 'What are my hopes for the world?'</p>	<ul style="list-style-type: none"> <li>• I can give an example of new life</li> <li>• I can create questions related to new life</li> <li>• I can recall and recap creation stories from Christianity and Judaism</li> <li>• I can compare and contrast creation stories and understand what the Earth means to them</li> <li>• I can look at examples of, and think of some, big questions which are impossible to answer and understand that this is okay</li> <li>• I can think of some big questions and attempt to answer them (understand people answer differently)</li> <li>• I can suggest a non-religious creation story and devise a variety of explanations for how the world began</li> <li>• I can research how religious groups or charities care for creation</li> <li>• I can answer a big question 'What are our hopes for the world?' from different perspectives</li> </ul> <p><b>Christmas</b></p> <ul style="list-style-type: none"> <li>• I can retell the Christmas story and explain what we learn from it</li> <li>• I can explain why God promised to send Jesus into the world</li> <li>• (The Christian belief that Jesus is the Messiah: Old Testament prophecy Isaiah 7:14 and Handel's Messiah, Prepare Ye the Way from Godspell or other modern songs)</li> <li>• I can discuss gifts at Christmas and link this to Jesus being a gift to the world</li> <li>• I can think about what people do to celebrate Christmas (lights, readings, music and carols)</li> </ul>	<p>Christianity and Judaism</p> <p><b>MBV – Objectives (2:3)</b>  <b>-Liberty, Respect &amp; Tolerance</b></p> <p>-I can show respect and tolerance towards Christian and Jewish beliefs.</p> <p>-I can show an understanding of liberty and respect by identifying how creation is cared for and how I can care for creation.</p> <p>-I can show respect towards the Christian celebration of Christmas</p>
<b>Belonging (2:1)</b>			
	<p>This unit builds directly and extends children's learning from the previous Unit 1.3 Worship and festivals with elements of Unit 1.1 Looking at me, looking at you about rites of passage. Teaching will focus on belonging to a faith and encourage children to consider</p> <ul style="list-style-type: none"> <li>• personal relationships among family, friends and in school life</li> <li>• what makes a family and what it means to belong</li> <li>• life within a Christian and a Jewish family, the distinctive pattern of Christian and Jewish life and what it means to believe and to belong, especially at times of festival</li> </ul>	<ul style="list-style-type: none"> <li>• I can name different families people belong to and explain how we know we belong.</li> <li>• I can compare a Christian festival with a Jewish festival</li> <li>• I can suggest why a religious festival is important</li> <li>• I can explain what a Christian person does to show they are a Christian and what a Jewish person does to show they are a Jew.</li> <li>• I can find out about the daily life of a Christian and a Jew.</li> <li>• I can link a Christian value (e.g. fairness, truth, forgiveness, caring) to a bible story.</li> <li>• I can understand why Christians believe we need Christian values.</li> <li>• I can list rules we follow in school</li> <li>• I can list rules Christians and Jews follow.</li> <li>• I can make a promise.</li> <li>• I can describe a promise made by a religious person and explain why it is</li> </ul>	<p><b>MBV – Objectives (2:1)</b></p>

<ul style="list-style-type: none"> <li>• shared values influencing rules for family, school, friendship and faith groups (Christian and Jewish), including the importance of keeping promises</li> <li>• reflective responses and feelings about belonging to groups at school and home.</li> </ul>	<p>important. (e.g. the Ten Commandments)</p> <ul style="list-style-type: none"> <li>• I can explain what a wedding ring symbolises and explain why it is important</li> </ul> <p><b>Easter</b></p> <ul style="list-style-type: none"> <li>• I can listen to an example of the Easter story</li> <li>• I can retell the Easter story in my own way (e.g. a picture book) and explain what we think about it</li> <li>• I can recognise artefacts and symbols associated with Easter (e.g. palm leaves and crosses)</li> <li>• I can perform the Palm Sunday story and Jesus' entry to Jerusalem</li> <li>• I can understand palm celebrations (such as songs, stories, palms and hot cross buns)</li> <li>• I can contrast the sadness of Good Friday with the joy of Easter Morning and give examples of happy endings</li> </ul>	<p><b>-Respect, Tolerance &amp; Rule of Law.</b></p> <p>-I can show respect and tolerance towards different families and where others may belong.</p> <p>-I can show respect and tolerance towards Christians and Jews and their differences.</p> <p>-I can understand the importance of the rule of law in relation to religious and school rules and promises.</p>
<p><b>Believing (2:2)</b></p>		
<p>This unit builds directly on children's learning in the previous Unit 2.1 Belonging, focusing on beliefs and how those are expressed. Pupils will be able to say what they believe in and how Christian beliefs compare with Jewish beliefs. Pupils will learn about the holy books, the Torah and the Bible and be able to say how people of faith treat these books. Pupils will investigate Christian and Jewish artefacts and symbols and explain how and why they are important to people of faith. Pupils will focus on the Palm Sunday story and the significance of Jesus's entry to Jerusalem.</p>	<ul style="list-style-type: none"> <li>• I can say what I believe in.</li> <li>• I can say what Christians believe and how they express their beliefs.</li> <li>• I can say what Jewish people believe and how they express their beliefs.</li> <li>• I can notice some beliefs that are the same in Christianity and Judaism</li> <li>• I can recognise the holy books for Judaism and Christianity and discuss how people of faith treat these books.</li> <li>• I can read and discuss a story from the bible</li> <li>• I can name some things that are important to me and compare them to things that are precious to people of faith.</li> <li>• I can discuss religious artefacts and symbols and what they mean to people of faith</li> </ul>	<p>-I can understand the importance of the rule of law in relation to marriage.</p> <p>-I can show respect towards the Christian celebration of Easter.</p> <p><b>MBV – Objectives (2:2)</b> <b>-Respect &amp; Tolerance.</b></p> <p>-I can show respect and tolerance towards Christian and Jewish beliefs.</p> <p>-I can understand and show respect for precious things that are important to others including people</p>

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<b>Year 3</b>	<b>Remembering (3:1)</b>	<b>Remembering (3:1)</b>	Christianity and Islam
	<p>This unit builds on work from Unit 1.3 Worship and Festivals and provides opportunity to explore remembrance in the context of the Remembrance Day festival. Teaching will explore actions and rituals associated with Christian and Islamic festivals, celebrations and times of remembering, and how symbols and artefacts may be used to express the belief of a faith member. Explore religious stories and texts that guide believers to forgive others and look at how forgiveness can lead to reconciliation Joseph and his Brothers (Genesis 37-50)</p>	<ul style="list-style-type: none"> <li>I can compare Christian and Islamic celebrations and explain why participating in a religious celebration is a positive experience.</li> <li>I can recognise a situation where I might need to forgive or be forgiven and explain how to make this happen.</li> <li>I can describe how a faith member demonstrates forgiveness.</li> <li>I can describe how I would like to be remembered.</li> <li>I can explain a day of remembrance (e.g. Remembrance Day) discuss it's importance and whether it is a happy or sad celebration.</li> <li>I can explain the meaning of Islamic artefacts and symbols and compare them to those of Christians.</li> </ul> <p><b>Christmas</b></p> <ul style="list-style-type: none"> <li>I can describe how Christians remember Christmas today</li> <li>I can look at how the Nativity scene is represented in different cultures and over time</li> <li>I can recreate a painting of the nativity scene and explain how it signifies the importance of the Christmas story</li> <li>I can listen to a Christmas carol and explain how it shows the importance of Christmas to Christians</li> <li>I can create a piece of art or music to represent Christmas</li> <li>I can plan a ceremony to celebrate the true meaning of Christmas</li> </ul>	<p><b>MBV – Objectives (3:1)</b> <b>-Respect, Tolerance &amp; Liberty</b></p> <p>-I can show respect and tolerance towards Christian and Islamic celebrations, symbols and artefacts.</p> <p>-I can understand the importance of liberty and tolerance in relation to forgiveness.</p> <p>-I can show respect towards a day of remembrance.</p> <p>-I can show respect towards the Christian celebration of Christmas and it's true meaning.</p>
	<b>Faith Founders (3:2)</b>	<b>Faith Founders (3:2)</b>	<b>Faith Founders (3:2)</b>
	<p>This unit investigates the lives of key figures and founders in Christianity and Islam (E.g God, Jesus and the prophet Mohammed, looking at how faith members follow the teachings of those founders in the modern world. Explore the key beliefs of Christianity and Islam such as The Ten Commandments and the Five Pillars of Islam (Unit 2.2 Belonging). There is opportunity to explore the values that guide believers and influence the way in which they live their life.</p>	<ul style="list-style-type: none"> <li>I can give an example of a special or influential person in my life and say what makes them a good leader</li> <li>I can explain what it means to be a founder, why they might found a religion and explain what responsibilities they might have</li> <li>I can identify key events in the life of a faith founder</li> <li>I can reflect on the impact of faith founders –(what did their followers think of them?)</li> <li>I can give an example of the teaching of a faith founder</li> <li>I can explain why the teaching of a faith founder influences followers</li> <li>I can give examples of beliefs, values and rules I follow.</li> <li>I can explain the importance of having rules</li> <li>I can compare Christian and Muslim beliefs, values and rules and identify a common 'golden rule'</li> <li>I can explain how faith members distinguish between what they want to do and what they ought to do and explain what helps them to decide</li> </ul>	<p><b>MBV – Objectives (3:2)</b> <b>-Respect, Tolerance, Rule of Law &amp; Liberty.</b></p> <p>-I can understand and respect opinions and beliefs of founders.</p> <p>-I can understand the importance of liberty and</p>

		<p><b>Easter</b></p> <ul style="list-style-type: none"> <li>• I can look at a variety of Easter visualisations (Easter cards ... decorated eggs ... famous Easter paintings ... the Last Supper ... Stations of the Cross ... the crucifix and different kinds of cross ... Handel’s Messiah)             <ul style="list-style-type: none"> <li>• I can explain why special symbols are used at Easter</li> <li>• I can explain what Easter cards tell us about the celebration</li> <li>• I can look at different artistic representations of the cross</li> <li>• I can listen to Christian music and explain how it communicates the feeling of Easter</li> <li>• I can understand the significance of bread and wine in the Last Supper</li> </ul> </li> <li>• I can celebrate in the style of a religious festival through drama and dance, music and food; contrast food and fasting in other religions</li> </ul>	<p>the rule of law by identifying my own beliefs, values and rules.</p> <p>-I can understand the importance of liberty and the rule of law by identifying different types of rules.</p> <p>-I can show respect and tolerance towards Christian and Muslim values and their similarities and differences.</p> <p>-I can understand the importance of the Christian celebration of Easter and its true meaning.</p>
<b>Encounters (3:3)</b>			
	<p>This unit builds on work in Unit 1.3 Worship and Festivals and provide opportunities to observe worship in Christianity and Islam, focusing on its significance for faith members. Teaching will make links with a local place of worship, St. Martins church and contrast with an Islamic place of worship (the mosque). Find out how tradition and ceremony is part of the life of a religious community with a focus on Islamic and Christian symbols and celebrations.</p>	<ul style="list-style-type: none"> <li>• I can describe some different ways people communicate with their God.</li> <li>• I can define the words sacred, worship and rituals</li> <li>• I can consider different forms of worship (e.g. quiet contemplation, singing and actions)</li> <li>• I can consider what might influence the type of worship the faith believer takes part in at specific times.</li> <li>• I can describe the uses of sacred places and compare them to ‘my special place’</li> <li>• I can reflect on how faith members must feel when in a place that is sacred to them</li> <li>• I can creatively represent a church or mosque</li> <li>• I can describe uses and meanings of symbols and artefacts</li> <li>• I can compare activities at a church and a mosque and explain how they create a sense of community</li> <li>• I can understand the significance of religious rituals</li> <li>• I can creatively represent a religious ritual and share my thoughts and feelings on it</li> <li>• I can explore how worship helps a believer face a challenging situation</li> </ul>	<p><b><u>MBV – Objectives (3:3)</u></b></p> <p><b>-Respect, Tolerance &amp; Liberty.</b></p> <p>-I can show respect and tolerance towards different forms of worship, sacred places, religious rituals and symbols.</p> <p>-I can show respect towards the importance of Churches and Mosques.</p> <p>-I can show an understanding of liberty by creatively representing religious rituals and a sacred</p>

			place and sharing my thoughts and feelings.
Year 4	<b>Our World (4:3)</b>		Christianity and Hinduism
	<p>The unit builds upon understanding and appreciation of the natural world which was fostered in Unit 1.3 Caring for the world. Teaching focuses on the uniqueness of the Earth as Our World that everyone has a duty to respect and conserve. It explores how Christians and Hindus have explained some of life's big and difficult-to-answer questions. Teaching will consider the differences between the creation story in the Christian holy book, the bible and the Hindu scriptures.</p>	<ul style="list-style-type: none"> <li>I can explain what I love about the world and nature</li> <li>I can give my thoughts on how the universe began</li> <li>I can compare Christian and Hindu beliefs on the creation of the world and explain how their belief influences their lives</li> <li>I can compare religious views with other points of view on the creation of the world (scientific, aboriginal)</li> <li>I can understand what it means to be in 'awe and wonder' of the natural world</li> <li>I can understand why people of faith are in awe and wonder of Earth</li> <li>I can explain ways of treating the Earth with respect</li> <li>I can explain what Holy books say and how Christians and Hindus respect the world and why.</li> <li>I can understand the meaning of 'stewardship' and explain actions everyone can take</li> <li>I can explore man's dependence on the Earth's natural resources</li> <li>I can discuss what people are doing to the world now and what we could do differently to care for our world</li> <li>I can explore some projects that are going on in the world to help care for it</li> <li>I can understand the sacredness of life and how creation is celebrated</li> <li>I can create something new and reflect on how I feel about it (how must God feel about his creation?)</li> </ul> <p><b>Christmas</b></p> <ul style="list-style-type: none"> <li>I can describe how Christians describe Jesus</li> <li>I can explain the importance of light in our lives and relate it to our own experiences.</li> <li>I can explain the theme of light at Christmas and compare to Divali</li> <li>I can explain the symbolism of Christingles, advent candles and wreaths</li> <li>I can creatively express the conquest of light over darkness</li> </ul>	<p><b>MBV – Objectives (4:3)</b> -Respect, Tolerance &amp; Liberty.</p> <p>-I can show respect and tolerance towards Hindu and Christian beliefs on the world and their Holy books.</p> <p>-I can show respect and tolerance towards religious and non-religious views as to how the world was created.</p> <p>-I can show an understanding of liberty and respect by identifying how the Earth is being cared for and different ways we can care for the Earth.</p> <p>-I can show an understanding of liberty and respect by identifying the sacredness of creation and creating something new and expressing my feelings on it.</p>
	<b>Saints and Heroes (4:2)</b>		
<p>This unit provides opportunity to explore lives of Christians and Hindus who have performed heroic deeds or dedicated their lives to a cause and to consider the concept of commitment. Include past and present saints and heroes from Hinduism and</p>	<ul style="list-style-type: none"> <li>I can explain the meaning of a saint and hero (what are their values? what impact do they have?)</li> <li>I can explore the meaning of commitment</li> <li>I can explore examples of people of faith who have shown commitment to a cause and explain what made them committed</li> <li>I can explain how significant people of faith's acts of commitment have affected others.</li> <li>I can identify and compare religious saints and heroes with local/modern heroes.</li> <li>I can describe and compare religious teachings</li> <li>I can reflect on the impact of religious teachings on society</li> <li>I can describe somebody who inspires me and explain why</li> </ul> <p><b>Easter</b></p> <ul style="list-style-type: none"> <li>I can explain the key events of Holy Week (Palm Sunday ... Maundy Thursday ... Good Friday ... Easter Saturday ... Easter Sunday) and look at how these are represented in images and stories.</li> </ul>	<p><b>MBV – Objectives (4:2)</b> -Respect, Tolerance &amp; Liberty.</p>	

<p>Christianity.</p>	<ul style="list-style-type: none"> <li>• I can describe how Christians celebrate these today</li> <li>• I can link Jesus’ suffering with hope.</li> <li>• I can plan a celebratory Easter meal and explain the symbolism of food items</li> <li>• I can explain why Easter is sometimes seen as the most important festival for Christians</li> </ul>	<p>-I can show respect and tolerance towards different people of faith’s commitment and religious teachings.</p>
<p><b>Belief in the Community (4:1)</b></p>		
<p>This unit builds upon work covered in Unit 1.1 Looking at me, looking at you about birth rituals, and Unit 3.2 Faith founders about faith teachings; it provides opportunity to study a local Hindu community in depth and explore patterns in our lives, contrasting them with those who share a religious faith. Pupils will question how personal beliefs affect a way of life, how actions and rituals demonstrate a sense of belonging and how symbols and artefacts play an important role in rites of passage, especially focusing on marriage in the Christian and Hindu faiths.</p>	<ul style="list-style-type: none"> <li>• I can compare key values of Christianity and Hinduism</li> <li>• I can consider behaviour expectations</li> <li>• I can explore how people of faith are expected to behave</li> <li>• I can explore a religious story about how religious people are expected to behave (e.g. justice, freedom)</li> <li>• I can give examples of groups and rituals they follow</li> <li>• I can understand the rituals involved in a marriage</li> <li>• I can consider how the artefacts and symbols in a wedding represent their beliefs and suggest which symbolise belief and belonging</li> <li>• I can identify the big promises made in a marriage and suggest how being part of a faith helps to keep these promises</li> <li>• I can compare a marriage ceremony between two faiths</li> <li>• I can compare the big promises made in marriages from two different faiths</li> </ul>	<p>-I can demonstrate an understanding of liberty by sharing my feelings on inspirational people.</p> <p>-I can show respect and tolerance towards the Christian celebration of Easter and its true meaning.</p> <p><b>MBV – Objectives (4:1)</b>  <b>-Respect &amp; Rule of Law.</b></p> <p>-I can show respect towards Christianity and Hinduism and their different values.</p> <p>-I can show respect and understand the rule of law by identifying behaviour expectations.</p> <p>-I can show respect and tolerance and understand the rule of law by identifying the promises involved in marriage.</p> <p>-I can show respect and an understanding of the rule of law by identifying and comparing promises involved in marriage of different faiths.</p>

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<b>Year 5</b>	<b>Expressions of Faith (5:1)</b>		<p>Christianity and Islam</p> <p><b>MBV – Objectives (5:1)</b> <b>-Respect &amp; Liberty</b></p> <p>-I can show respect for different religious festivals, rituals, symbols and artefacts.</p> <p>-I can show respect for the beliefs related to the Christian celebration of Christmas.</p> <p>-I can show respect and an understanding of liberty by creating a Christmas carol.</p>
	<p>The unit builds on Unit 4.1 Belief in the community Pupils explore religious expression such as Islam and Christian members’ expressions of identity through symbols and artefacts. Teaching also focuses on exploring rituals within Christian and Islamic ceremonies.</p>	<ul style="list-style-type: none"> <li>• I can show how believers express themselves through symbols and artefacts</li> <li>• I can compare religious symbols and artifacts</li> <li>• I can compare religious festivals and celebrations</li> <li>• I can reflect on how participating in a religious festival impacts on a faith believer and the community (belonging?)</li> <li>• I can explain the role of a ritual in a religious ceremony</li> </ul> <p><b>Christmas</b></p> <ul style="list-style-type: none"> <li>• I can explain how Christians express their beliefs at Christmas time (how does this create belonging in society?)</li> <li>• I can explain who Jesus was</li> <li>• I can explain what his birth symbolises for Christians</li> <li>• I can compare how Christians around the globe celebrate Christmas and Jesus’ birth</li> <li>• I can look at a variety of writings linked to Peace</li> <li>• I can look into the hidden beliefs shown in Christmas carols</li> <li>• I can write my own Christmas carol with a familiar tune</li> </ul>	
	<b>Pilgrimage (5:3)</b>		
	<p>Pilgrimage builds upon the understanding of ‘journey’ to explore personal responses to pilgrimage, exploring local and global pilgrimage sites for different faiths, for example, Mecca, Jerusalem and Camino de Santiago. Teaching will focus on the purpose of pilgrimage and what people do on a pilgrimage. <u><i>This is a stand-alone unit as Pilgrimage is not specifically addressed in any other unit.</i></u></p>	<ul style="list-style-type: none"> <li>• I can think of a special journey or special place to me</li> <li>• I can suggest a special place to people of faith</li> <li>• I can define the term pilgrimage</li> <li>• I can compare key places of pilgrimage and explain why people might go there and what makes them sacred</li> <li>• I can consider how people prepare for a pilgrimage and compare this to how I prepare for a special trip</li> <li>• I can explore how religious people make a special journey</li> <li>• I can compare pilgrims rituals (what do they do when there, what do they leave behind, how do they feel ?)</li> <li>• I can reflect on reasons why people might make a special journey</li> <li>• I can explore the meaning of a pilgrimage and the impact it has on a person’s life</li> <li>• I can reflect on a pilgrim’s feelings during their journey and create a diary entry</li> <li>• I can reflect on a pilgrimage hymn e.g. ‘one more step along the world I go’</li> <li>• I can answer a religious question -is life a pilgrimage?</li> </ul> <p><b>Easter</b></p> <ul style="list-style-type: none"> <li>• I can understand the motivating factors for Jesus’ acceptance of death and reflect on the resurrection</li> <li>• I can explain what Jesus’ death and resurrection means to Christians and the importance of Easter</li> <li>• I can look at how artists represent Jesus’ death and resurrection</li> </ul>	
		<p><b>MBV – Objectives (5:3)</b> <b>-Respect, Liberty &amp; Tolerance</b></p> <p>-I can show respect and tolerance towards pilgrimages and special journeys from different faiths.</p> <p>-I can show respect and an understanding of liberty by exploring and reflecting on pilgrims’ feelings and hymns.</p>	

	<ul style="list-style-type: none"> <li>• I can design something to represent new life</li> <li>• I can compare how Christians around the world remember Easter</li> <li>• I can explain the symbolic meaning the washing of feet on Maundy Thursday</li> <li>• I can compare Easter with other religious Springtime festivals</li> </ul>		<p>-I can show respect and an understanding of liberty by reflecting on life and death and creating a representation of new life.</p>
<p><b>Faith in Action (5:2)</b></p>			
	<p>Faith in Action builds on Unit 4.2 Saints and heroes, exploring various aspects of making a commitment, seeking out the religious commitment that often goes hand in hand with the admission of belief. Teaching will focus on giving reasons why Christians and Muslims often undertake charitable work and make sacrifices to benefit others.</p>	<ul style="list-style-type: none"> <li>• I can give examples of people who show commitment to their job</li> <li>• I can explain how significant people of faith have made sacrifices and acted according to their faith commitments</li> <li>• I can investigate the work of a religious charity</li> <li>• I can say why religions do charitable work and make sacrifices to benefit others</li> <li>• I can explain the values that motivate religious groups to respond to a cause</li> <li>• I can investigate shared work between faiths</li> <li>• I can explain how charitable actions are inspiring</li> <li>• I can understand and suggest a random act of kindness</li> <li>• I can create a transformer to help make the world a better place</li> <li>• I can compare different religious beliefs on what you will get in return for doing good deeds.</li> </ul>	<p>-I can show respect by understanding and comparing different religious Spring festivals.</p> <p><b><u>MBV – Objectives (5:2)</u></b>  <b>-Respect, Liberty &amp; Tolerance</b>          -I can show respect towards people who show commitment to religion and helping others.</p> <p>-I can show respect and demonstrate liberty by thinking of ways to make the world a better place.</p> <p>-I can show respect and tolerance by comparing religious beliefs.</p>

<b>Year 6</b>	<b>Justice and Freedom (6:1)</b>		<p>Christianity and Hinduism</p> <p><b>MBV – Objectives (6:1)</b></p> <p><b>-Democracy, Liberty, Rule of Law &amp; Respect</b></p> <p>-I can show understanding of democracy and rule of law by exploring fairness, freedom, justice and injustice in the world.</p> <p>-I can show an understanding of liberty and the rule of law by exploring forgiveness in the world and ways of improving peace, equality, freedom and justice.</p> <p>-I can demonstrate respect and an understanding of democracy by debating who Christmas is for, what Christmas means to myself and others.</p> <p>-I can show respect and liberty by exploring the Christmas story and recreating it.</p>
	<p>This Unit provides opportunities for pupils to explore and explain the concepts of justice and freedom; think about how people in the past have experienced injustice and what they have done to overcome this e.g. world action against the treatment of the Jews in WW2, Martin Luther King. Teaching will look at forgiveness and the power of forgiveness and reconciliation on a community.</p>	<ul style="list-style-type: none"> <li>• I can explain what freedom means</li> <li>• I can explain what freedom means to people of faith</li> <li>• I can explain what fairness is and relate it to personal experiences</li> <li>• I can explore issues of freedom and justice in the world</li> <li>• I can share experiences of injustice and explain their hopes and dreams for a just world</li> <li>• I can understand what people of faith think of people who have experienced injustice and their motivations to help them</li> <li>• I can explore ways of reconciliation</li> <li>• I can explain how issues can be resolved with forgiveness and relate this to personal experiences</li> <li>• I can explain how forgiveness influences a faith believers’ actions and compare forgiveness across different faiths including giving examples of acts of forgiveness from faith members</li> <li>• I can appreciate the power of forgiveness and reconciliation on a community and the wider world</li> <li>• I can question whether an individual can make a difference to the world’s injustices.</li> <li>• I can suggest ways of improving world peace, equality, freedom and justice</li> </ul> <p><b>Christmas</b></p> <ul style="list-style-type: none"> <li>• I can explain themes shown in traditional Christmas stories</li> <li>• I can describe where the familiar Christmas story comes from</li> <li>• I can compare the differences in the accounts given by Matthew 1:18-2:23 and Luke 2:1-40 - a tax collector and a doctor</li> <li>• I can compare secular and religious Christmas images on cards/wrapping paper/poems</li> <li>• I can contrast the lyrics and message of popular Christmas carols with secular Christmas songs</li> <li>• I can rewrite the Christmas story from different perspectives (Mary believes Jesus is the Messiah and King Herod doesn't believe that and feels threatened)</li> <li>• I can debate: Is Christmas only for Christians? What does Christmas mean to me?</li> <li>• I can understand what is the context of Handel's Messiah as Isaiah’s prophecy in Isaiah 9:6-7? What did the writer mean?</li> </ul>	
	<b>Living a Faith (6:2)</b>		
	<p><b>Similarities between Christianity and Hinduism</b></p> <p>This unit builds on Unit 4.1 Belief in the community. It offers a focus on rites of passage in the lives of faith members including</p>	<ul style="list-style-type: none"> <li>• I can describe who I am and what gives me a sense of belonging</li> <li>• I can compare forms of worship</li> <li>• I can describe how elements of worship express beliefs</li> <li>• I can discuss the importance of worship for faith members</li> <li>• I can describe the rites of passage/life milestones of different religions</li> <li>• I can discuss how these rites of passage impact on sense of belonging</li> </ul>	

	<p>an opportunity to explore death and bereavement and some of the ways in which these events impact not just on the individual but also on families and the wider community. Pupils explore religious expression and consider ways in which Hindus and Christians express their identity through the way in which they live and practise their religion, according to the beliefs and values of their faith. Teaching will focus on the ways in which Christians and Hindus express faith through worship.</p>	<ul style="list-style-type: none"> <li>• I can discuss the potential challenges of being part of a faith</li> <li>• I can describe something I have done or would like to do to prove me worthy of leaving childhood behind and moving to adulthood</li> <li>• I can describe what a person is saying about themselves if they say 'I am a Christian' or 'I am a Hindu'</li> <li>• I can debate: Worship - is it something that all people do?</li> </ul> <p><b>Easter</b></p> <ul style="list-style-type: none"> <li>• I can explain how each of the Gospels tells the Easter story (.g. The Three Trees ... legend of how the donkey got the cross on its back ... legend of the 'True Cross')</li> <li>• I can suggest other stories which explore the Easter theme</li> <li>• I can create a story which uses the themes and symbols of Easter</li> <li>• I can explain the hopes and fears of Jesus' friends in the Easter story (the Last Supper, the crucifixion, resurrection, the road to Emmaus? Matthew 26-28, Mark 14-16, Luke 22-24, John 18-21)</li> <li>• I can express the power and hope in the Easter story</li> <li>• I can look towards Ascension and Pentecost</li> </ul>	<p><b><u>MBV – Objectives (6:2)</u></b>  <b>-Democracy, Liberty, Tolerance &amp; Respect</b></p> <p>-I can show an understanding of liberty by exploring my sense of belonging.</p> <p>-I can show respect and tolerance by exploring worship of different faiths.</p> <p>-I can show an understanding of democracy, tolerance and respect by debating whether worship is real for everyone.</p>
<b>Hopes and visions (6:3)</b>			
	<p>This unit builds on work from Unit 3.2 Faith founders where pupils will have explored some key teachings of faith founders and follows on directly from 6.2 Living a faith. Ultimate questions are questions to which there is no single answer upon which everyone agrees, such as Who are we? What is the purpose of our existence? Who or what is God? Pupils will suggest answers to these big questions based on their knowledge of Christian, Islamic and Hindu faiths and beliefs.</p>	<ul style="list-style-type: none"> <li>• I can answer key questions about myself (who am I? who most influences me? What do I want to be when I am older? What are my hopes for the future?)</li> <li>• I can explain how people of faith describe who they are</li> <li>• I can describe and compare key religious teachings</li> <li>• I can explain the significance of teachings and the impact on the community or faith members</li> <li>• I can describe what I think the purpose of life is and compare this to what religious people think</li> <li>• I can understand different types of question</li> <li>• I can explain the term 'ultimate question' and identify what makes a question ultimate</li> <li>• I can look at some examples of ultimate questions</li> <li>• I can suggest answers to ultimate questions and compare them to responses from faith members</li> </ul>	<p>-I can show respect and an understanding of liberty by exploring the depths of the Easter story and expressing power and hope.</p> <p><b><u>MBV – Objectives (6:3)</u></b>  <b>-Liberty, Tolerance &amp; Respect.</b></p> <p>-I can show respect and tolerance by exploring key religious teachings.</p> <p>-I can show an understanding of liberty by expressing my own thoughts on life.</p> <p>-I can show respect, tolerance and an understanding of liberty by discussing and exploring ultimate questions</p>



# Eastfield Primary School - Long Term Plan by subject



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