

R.E Long Term Planning – 2023 – 2024

(Linked with Understanding Christianity and Living Difference IV)

Red = Understanding Christianity resource

Blue = ‘Living Difference’ curriculum

Golden thread

Note (Autumn 1 to stay same as last year)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R		<p>Celebrating birthdays (Incarnation) Celebrating Birthdays within the context of Jesus’ birthday <i>Assessing Contextualise</i></p>	<p>Storytelling <i>Stories Jesus Told</i> <i>Jesus is a special person</i></p> <p><i>Assessing Enquire</i></p>	<p>New life (Salvation) New Life within the context of Easter</p> <p><i>Assessing Evaluate</i></p>	<p>God/Creation <i>Creation focus</i> Celebration within the context of Jews celebrating Shabbat <i>Assessing Contextualise:</i></p>	<p>Celebration Special within the context of special clothes for Christians and Jews <i>Special</i></p> <p><i>Assessing communicate</i></p>
Year 1 Christianity and Judaism	<p>Symbol Bread Jewish tradition <i>Harvest- bread as a symbol</i> <i>Special (items/clothes)</i></p> <p><i>Assessing contextualise</i></p> <p><i>Describe how bread can be used as a symbol</i></p> <p><i>To show an understanding of the</i></p>	<p>Getting ready (Incarnation) <i>Why does Christmas matter to Christians?</i> <i>Core learning</i></p> <p><i>Assessing Contextualise</i></p> <p><i>Give a simple account on the story of the birth of Jesus</i></p> <p>- Recognise that stories of Jesus’ life come from the gospels.</p>	<p>Good news (Gospel) <i>What is the good news Jesus brings?</i></p> <p><i>Assessing Evaluate</i></p> <p>To understand that Christians believe Jesus brings good news for all people.</p> <p>To understand that Christians believe Jesus’ good news includes being forgiven for bad things.</p>	<p>Sad/ happy (Salvation) <i>Why does Easter matter to Christians?</i> <i>Core learning</i></p> <p><i>Assessing Enquire</i></p> <p>To recognise signs of Spring and Easter</p> <p>To be able to verbally retell the Easter Story.</p>	<p>Belonging Jewish tradition</p> <p><i>Belonging</i></p> <p><i>Assessing Apply</i></p> <p>To describe what it means to belong.</p> <p>To identify how their response to the idea of belonging relates to their own lives.</p>	<p>God <i>What do Christians believe God is like?</i> <i>(parable of the Lost Son)</i> <i>Core learning</i></p> <p><i>Assessing contextualise</i></p> <p>To understand that Christians believe God is loving and forgiving like a parent.</p> <p>To understand that Christians believe God is loving and forgiving like a parent.</p>

	<i>use of bread in a Jewish ritual</i>	<p>Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas</p> <p>Decide what they personally have to be thankful for at Christmas time</p>	<p>To understand that Christians believe Jesus' good news includes being given peace.</p> <p>To know that Christians believe Jesus is a friend to the poor and friendless.</p> <p>To understand that Christians believe Jesus' teachings make people think hard about how to live and show them the right way.</p> <p>Can simply describe who Jesus' good news was for - just Christians or anyone to learn from</p>	<p>To be able to match emotions to parts of the Easter story.</p> <p>Can simply tell stories of Holy Week and Easter and recognise a link with the idea of Salvation</p> <p>To explain why hot cross buns related to Easter.</p> <p>To know that the Easter story gives Christians hope.</p>	<p>To identify and talk about the concept of belonging</p> <p>To recognise how Jewish people show that they <i>belong</i> to the Jewish faith</p> <p>To talk about the importance of <i>belonging</i> to Jewish people.</p>	<p>To explain how Christians show they love God.</p> <p>To understand that there are 4 types of prayers.</p> <p>To understand that forgiving people is important.</p>
Year 2 Christianity and Judaism	<p>Thanking <i>Harvest & Sukkot Jewish tradition (R.E centre pack)</i> Community Evaluate</p> <p>To talk about thanking in relation to our own experience.</p>	<p>Incarnation <i>(Link to Hanukkah)</i> <i>Why does Christmas matter to Christians?</i> Digging deeper <i>Contextualise</i></p>	<p>Remembering <i>Passover Jewish Tradition</i> Love <i>Apply</i> Describe in simple terms what <i>remembering</i></p>	<p>Belief (Salvation) <i>Why does Easter matter to Christians?</i> Digging Deeper <i>Enquire</i> To tell stories of Holy week and Easter.</p>	<p>Creation <i>Who made the world</i> Love (creation) <i>Evaluate</i> Describe in simple terms what <i>remembering</i></p>	<p>God <i>What do Christians believe God is like? (story of Jonah)</i> Digging Deeper <i>Contextualise</i> Can tell the key points of the story</p>

<p>To identify how thanking applies to our own lives.</p> <p>To identify when we need to say thank you.</p> <p>To recognise ways that Christians show thanks at harvest.</p> <p>To recognise ways that Jews so thanks at sukkot.</p> <p>Can simply describe the importance of building a Sukkah to a Jew.</p>	<p>I can retell the story of the first Christmas.</p> <p><i>I can identify features of a king</i></p> <p><i>I can say why Christmas is important to Christians</i></p> <p>I can summarise what Christmas means to Christians.</p> <p>I can relate the concept of giving to Christmas.</p>	<p>means</p> <p>Simply describe ways in which Jews remember the Passover story</p>	<p>To recognise a link with Salvation.</p> <p>To describe why Easter is important to Christians.</p> <p>To describe what parts of the story are happy and which are sad.</p> <p>To describe how Easter is celebrated in the Christian church.</p>	<p>means</p> <p>To retell the story of Passover.</p> <p>Simply describe ways in which Jews remember the Passover story</p> <p>Simply describe the value/ importance of remembering Passover for Jews</p> <p>Simply describe their own responses to remembering in their own experience</p> <p>Simply describe ways in which remembering can be applied to their own and others' lives.</p>	<p>of Jonah from the Bible, and recognise a link with the concept of God.</p> <p>Can give clear, simple accounts of what the text means to Christians.</p> <p>Can give an example of a way in which Christians use the story of Jonah to guide their beliefs about God, for example, seeing God as Lord, i.e. in control of events and being fair: God wants to save the people of Nineveh.</p> <p>Can give at least two examples of how Christians put their beliefs into practice in worship: for example, using the story in church, art</p>
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						Can think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas
Year 3 Christianity and Hinduism	<p>Ritual <i>Rites of Passage- Hindu</i></p> <p>Assessing Evaluate</p> <p>Can talk about some Christian / Hindu practises (prayer, birth rites) Can use understanding to think of appropriate words of wisdom for their own lives Can understand why there are similarities and differences in the way people from different faith traditions worship Can talk about choices they make</p>	<p>Angels <i>Angels</i></p> <p>Assessing Contextualise</p> <p>Can talk about some of the key themes in biblical teaching</p> <p>Can understand that Christians may base their lifestyle choices on biblical teaching</p> <p>Can understand why The Bible is a source of authority and teaching for Christians</p>	<p>Incarnation/ God <i>What is the Trinity?</i> Special</p> <p>Assessing Communicate</p> <p>Can identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter.</p> <p>Can offer suggestions about what texts about baptism and Trinity might mean.</p> <p>Can give examples of what these texts mean</p>	<p>Changing emotions (Salvation) <i>Why do Christians call the day Jesus died 'Good Friday'?</i> Core learning</p> <p>Assessing Evaluate</p> <p>Can order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'.</p> <p>Can offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.</p>	<p>Gospel <i>What kind of world did Jesus want?</i></p> <p>Assessing Enquire</p> <p>Can identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus.</p> <p>Can make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.</p>	<p>Protection <i>Raksha Bandhan</i> Love</p> <p>Assessing Contextualise Apply</p> <p>Can explain that Raksha Bandhan is an important festival in the Hindu faith</p> <p>Can describe how different cultures and religions express their ideas about 'protection'</p> <p>Can describe the symbolism and meaning behind the concept of 'protection'</p>

	<p>in life and what influences their decision</p>	<p>Can explain the symbolism and meaning of 'Angels'</p>	<p>to some Christians today.</p> <p>Can describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.</p> <p>Can make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.</p>	<p>Can give examples of what the texts studied mean to some Christians.</p> <p>Can make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.</p> <p>Can describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.</p> <p>Can make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own ideas clearly.</p>	<p>Can offer suggestions about what Jesus' actions towards the leper might mean for a Christian.</p> <p>Can make simple links between Bible texts and the concept of 'Gospel' (good news).</p> <p>Can give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching.</p> <p>Can make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly.</p>	<p>Can know how the key beliefs of Hinduism are applied to daiy life for some Hindus</p>
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<p>Year 4 Christianity and Hinduism</p>	<p>Creation/Fall <i>What do Christians learn from the Creation story? Contextualise</i></p> <p>The Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called 'the Fall').</p> <p>This means that humans cannot get close to God without God's help.</p> <p>The Bible shows that God <i>wants</i> to help people to be close to him— he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments), and offers forgiveness even when they keep on falling short.</p> <p>Christians show that they want to be close to</p>	<p>Incarnation/God <i>What is the Trinity? Digging Deeper Making Connections</i> (</p> <p>Can identify John 1 as part of a 'Gospel' noting some differences between John and the other Gospels</p> <p>Can offer suggestions for what texts about God might mean</p> <p>Can give examples of what the texts studied mean to some Christians</p> <p>Can describe how Christians show their beliefs about God the Trinity in the way they live</p> <p>Can make links between some of the texts and teachings about God in the Bible and what people believe about</p>	<p>Good over Evil <i>Holi Evaluate</i></p> <p>Can talk about some Hindu practices (prayer, birth rites,)</p> <p>Can know the key beliefs of Hinduism</p> <p>Can understand and talk about the importance and practice of the festival of Mahashivratri to Hindus</p> <p>Can talk about the role of prayer, silence and music in worship</p> <p>Can know how the key beliefs of Hinduism are applied to daily life for some Hindus</p>	<p>Remembering (Salvation) <i>Why do Christians call the day Jesus died 'Good Friday'? Digging Deeper Belonging- communion and remembering Evaluate</i></p> <p>Can offer suggestion about what the narrative of the last supper Judas betrayal and Peters denial might mean.</p> <p>Can give examples of what the texts studied mean to some Christians</p> <p>Can make clear links between Gospel texts and how Christians remember celebrate and serve on Maundy Thursday, including Holy Communion</p> <p>Can describe how Christians show their beliefs about Jesus in their everyday lives: for example, prayer, serving, sharing the</p>	<p>Kingdom of God <i>When Jesus left, what was the impact of Pentecost? Community (birthday of the church) Contextualise</i></p> <p>Can make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth.</p> <p>Can offer suggestions about what the description of Pentecost in Acts 2 might mean.</p> <p>Can give examples of what Pentecost means to some Christians now</p> <p>Can make simple links between the description of the Day of Pentecost in Acts 2, the Holy spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities</p>	<p>Devotion <i>Maha shivaratri (R.E centre pack)I Apply</i></p> <p>Can talk about some Hindu practices (prayer, birth rites,)</p> <p>Can know the key beliefs of Hinduism</p> <p>Can understand and talk about the importance and practice of the festival of Maha shivaratri to Hindus</p> <p>Can talk about the role of prayer, silence and music in worship</p> <p>Can know how the key beliefs of Hinduism are applied to daily life for some Hindus</p>
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	<p>God too, through obedience and worship, which includes saying sorry for falling short.</p>	<p>God in the world today expressing some ideas of their own clearly.</p>		<p>message and the example of Jesus</p> <p>Can raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how pupils think and live.</p>	<p><i>Can make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas</i></p>	
<p>Year 5</p> <p>Christianity and Islam</p>	<p>God <i>What does it mean if God is holy and loving?</i></p> <p><i>Assessing enquire</i></p> <p>Can identify some different types of biblical texts, using technical terms accurately.</p> <p>Can explain connections between biblical texts and Christian ideas of God, using theological terms.</p> <p>Can make clear connections</p>	<p>Incarnation <i>Was Jesus the Messiah?</i></p> <p><i>Assessing Contextualise</i></p> <p>Can explain the place of Incarnation and Messiah within the 'big story' of the Bible.</p> <p>Can identify Gospel and prophecy texts, using technical terms.</p> <p>Can explain connections between biblical texts, Incarnation and</p>	<p>Umma <i>Community (an introduction to Islam see R.E centre pack)</i></p> <p>Community <i>Assessing evaluate</i></p> <p>Can talk about the implications of rules and responsibilities for belonging to a community, particularly a faith community</p> <p>Can understand and talk about the importance and practice of The Shahadah, Salah,</p>	<p>Sacrifice (Salvation) <i>What did Jesus do to save humans?</i></p> <p>Love (sacrifice) <i>Assessing evaluate</i></p> <p>Can outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it.</p> <p>Can explain what Christians mean when they say that Jesus' death was a</p>	<p>Sacred Places <i>Places of Worship (Mosques)</i></p> <p><i>Assessing apply</i></p> <p><i>Can talk about the difference between sacred and special places</i></p> <p><i>Can talk about the role of prayer, silence and music in worship</i></p> <p><i>Can understand what makes a piece of artwork sacred</i></p>	<p>People of God <i>How can following God bring freedom and justice?</i></p> <p><i>Assessing Contextualise</i></p> <p>Can explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms.</p> <p>Can make clear connections between Bible texts studied and what Christians believe about being the People of God</p>

	<p>between Bible texts studied and what Christians believe about God; for example, through how churches are designed.</p> <p>Can show how Christians put their beliefs into practice in worship.</p> <p>Can weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.</p>	<p>Messiah, using theological terms.</p> <p>Can show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.</p> <p>Can comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.</p> <p>Can weigh up how far the idea that Jesus is the Messiah – a Saviour from God – is important in the world today and, if it is true, what difference that might make in people's lives</p>	<p>Zakat, Sawm and Hajj</p> <p>Can understand why organisations have structure and how this impacts on the life of the church</p> <p>Can explain why living by the Five Pillars helps Muslims live out and understand their faith better</p>	<p>sacrifice, using theological terms.</p> <p>Can suggest meanings for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts.</p> <p>Can make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper.</p> <p>Can show how Christians put their beliefs into practice</p>		<p>and how they should behave.</p> <p>Can explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others. Can identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses</p>
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				Can weigh up the value and impact of ideas of sacrifice in their own lives and the world today.		
Year 6 Christianity and Islam	<p>Creation/ Fall <i>Creation and science: conflicting or complementary?</i></p> <p>Enquire</p> <p>Can outline the importance of Creation on the timeline of the 'big story' of the Bible.</p> <p>Can identify what type of text some Christians say Genesis 1 is, and its purpose.</p> <p>Can taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians</p>	<p>Incarnation <i>Interpretation of Matthew and Lukes differing birth narrative</i></p> <p>Contextualise</p> <p>Can explain the meaning of the word interpretation.</p> <p>Can explain why there are two interpretations of the story of the birth of Jesus in the Bible.</p> <p>Can explain the value of the two interpretations for Christians and describe some issues raised.</p> <p>Can explain a personal response to the way in</p>	<p>Rites of Passage <i>Journey of life (for Muslims too)</i></p> <p>Belonging-welcoming a child into Muslim community</p> <p>Evaluate</p> <p>Can explain what the concept 'rites of passage' means to them</p> <p>Can explain the significance of 'rites of passage' in the journey of life</p> <p>Can explain how Muslims express their ideas of rites of passage</p> <p>Can know how the key beliefs of</p>	<p>Salvation- <i>What difference does the Resurrection make to Christians?</i></p> <p>Year 6</p> <p>Evaluate</p> <p>Can outline the timeline of the 'bigstory' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation.</p> <p>Can suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing</p>	<p>Submission <i>Mohammed and the Qu'ran</i></p> <p>Special (holy)</p> <p>Apply</p> <p>Can talk about the implications of rules and responsibilities for belonging to a community, particularly a faith community</p> <p>Can understand how Muslims live their lives through their faith</p> <p>Can talk about some of the rules in religion</p> <p>Can talk about what authority means,</p>	<p>Kingdom of God <i>What kind of king is Jesus?</i></p> <p>Contextualise</p> <p>Can explain connections between biblical texts and the concept of the Kingdom of God. Can consider different possible meanings for the biblical texts studied, showing awareness of different interpretations.</p> <p>Can make clear connections between belief in the Kingdom of God and how Christians put their beliefs into</p>

<p>interpret it, showing awareness of different interpretations.</p> <p>Can make clear connections between <i>Genesis 1</i> and Christian belief about God as Creator.</p> <p>Can show understanding of why many Christians find science and faith go together.</p> <p>Can identify key ideas arising from their study of <i>Genesis 1</i> and comment on how far these are helpful or inspiring, justifying their responses.</p> <p>Can weigh up how far the <i>Genesis 1</i></p>	<p>which different interpretations of situations have been evident in their own experience.</p> <p>Can explain how their ideas about interpretation may affect their experiences and others' experiences.</p>	<p>Muslims are applied to daily life for some Muslims</p>	<p>awareness of the centrality of the Christian belief in Resurrection.</p> <p>Can explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms.</p> <p>Can make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday.</p> <p>Can show how Christians put their beliefs into</p>	<p>particularly in the context of religion</p> <p>Can discuss and compare rules and guidelines set by different communities, including faith communities, and how these can both support and challenge one another</p>	<p>practice in different ways, including in worship and in service to the community.</p> <p>Can relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas.</p>
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	creation narrative is in conflict, or is complementary, with a scientific account.			practice in different ways. Can explain why some people find belief in the Resurrection makes sense and inspires them. Can offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today		
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