



Christ the Sower Ecumenical Primary School.

Religious Education

Long Term Planning and Learning Objectives



Autumn term 1- Beliefs and Questions			
Unit	End of unit question	Learning Intentions	Extension questions for more able learners – written responses.
Christianity (EYFS)	Beliefs and Questions Focus: Why is the word God so important to Christians?	<ol style="list-style-type: none"> To know who Christians believe that God is. To know how Christians show that God is important to them. To know why Christians, go to church. To know what happens at Harvest time. To know how Christians respect God's name. <i>(CARE link)</i> 	
Creation (Year 1)	Beliefs and Questions Focus: Why do most Christians call God 'creator'?	<ol style="list-style-type: none"> To know the Christian story of Creation. To know how Christians say thank you to God for creation. To know how Christians show God that they feel thankful. <i>(CARE link)</i> To apply my understanding of the creation story. To be able to suggest ways that we can Care for God's earth. <i>(CARE link)</i> (DPS) Why do most Christians call God creator? 	<ul style="list-style-type: none"> At CTS, how do we show that we are thankful to God? <i>(CARE link)</i> Which day of creation do you think was the most important, and why?
What is God like? (Year 2)	Beliefs and Questions Focus: How do Christians find out what God is like?	<ol style="list-style-type: none"> To understand why God is important to Christians To understand what Christians, believe about God To explore the meaning of forgiveness in Christianity <i>(CARE link)</i> To understand why Jesus is important to Christians To understand the values taught by Jesus <i>(CARE link) (Methodism link)</i> (DPS) How do Christians find out what God is like? 	<ul style="list-style-type: none"> At CTS, how do we show forgiveness? <i>(CARE link)</i> How do Christians show that God and Jesus are important to them?
Inspiring Jesus (Year 3)	Beliefs and Questions Focus: How are different people inspired by the teachings of Jesus?	<ol style="list-style-type: none"> To understand what we mean by 'Inspiration' To understand what Jesus believed and how he taught. To know that Jesus taught through parables. To know that Jesus performed miracles To be able to say what the greatest commandment is. (DPS) How are different people inspired by the teachings of Jesus? 	<ul style="list-style-type: none"> How could you show love and kindness to someone who is unkind to you? <i>(CARE link) (Methodism link)</i> Why did Jesus teach us to forgive others, even though it is hard to do? <i>(CARE link)</i>
The Trinity (Year 4)	Beliefs and Questions Focus: Who do Christians believe Jesus is?	<ol style="list-style-type: none"> To understand what we mean by 'The Trinity' (2 weeks) To understand what is meant by 'incarnation' To know how incarnation is expressed in the bible. To be able to explain the importance of incarnation to Christians (DPS) Who do Christians believe Jesus is? 	<ul style="list-style-type: none"> Why do you think that Christians might pray to the different persons of the trinity at different times? Write a prayer to the trinity, addressing each part of the trinity in your words.

<p>The Crucifixion (Year 5)</p>	<p>Beliefs and Questions Focus: What do Christians believe about the death of Jesus?</p>	<ol style="list-style-type: none"> 1. To explain how Jesus knew he was going to die. 2. To explore the crucifixion and its implications 3. To be able to discuss who was responsible for the death of Jesus 4. To explain the meaning of sacrifice (CARE link) (Methodism link) 5. To understand the impact of Jesus' death on Christian's today. 6. (DPS) What do Christians believe about the death of Jesus? 	<ul style="list-style-type: none"> • Why did Jesus ask God to forgive the people who had crucified him? (CARE link) • Why is Good Friday such an important day for Christians? • Why is it called Good Friday, even though Jesus died?
<p>The Resurrection (Year 6)</p>	<p>Beliefs and Questions Focus: How far is belief in the resurrection important to Christians today?</p>	<ol style="list-style-type: none"> 1. What does the bible say about the resurrection? 2. Why do Christians believe in the resurrection? 3. How does the resurrection fit with other Christian beliefs? 4. How do Christians put their belief in the resurrection into practice? 5. How does the resurrection bring hope to Christians? 6. (DPS) How far is belief in the resurrection important to Christians today? 	<ul style="list-style-type: none"> • How does the resurrection give Christians hope for the future? • What does resurrection teach us about the power of love and forgiveness? (CARE link) (Methodism link)

Autumn term 2- Community and Identity

Unit	End of unit question <i>(double page spread)</i>	Learning Intentions	Extension questions for more able learners – written responses.
The Church (EYFS)	Community and Identity What is the church and who goes there?	<ol style="list-style-type: none"> To explore and describe stain glass windows To know what a church is and what it is used for To know some of the celebrations that happen in church To know who leads the church and what they wear for worship To know what Christians, use for worship 	
What is special about Christmas? (Year 1)	Community and Identity Focus: What do most Christians celebrate together?	<ol style="list-style-type: none"> To describe the key features of Christmas To explain what light represents at Christmas for Christians. To describe the birth of Jesus from the two Gospels I can explain what happens at a baptism and describe the artefacts used. To understand why baptism is an important celebration in the life of a Christian (DPS) What do most Christians celebrate together? 	<ul style="list-style-type: none"> Can you name any Christmas traditions that are not linked to Christianity? Why do you think that God chose Mary?
Christian worship (Year 2)	Community and Identity Focus: What do many Christians do when they meet and why?	<ol style="list-style-type: none"> To describe the key features of Christian worship To be able to talk about why Christians meet. To describe some of the other things that Christians do apart from worship, such as foodbanks. (CARE link) (Methodism link) To talk about the impact on the lives of different Christians or spending time together. To make links between actions and Christian beliefs and teaching. (CARE link) (Methodism link) (DPS) What do many Christians do when they meet and why? 	<ul style="list-style-type: none"> Why do Christians take part in charitable acts? What makes someone a good Christian? (CARE link) (Methodism link)
Belonging (Year 3) Methodist Focus Lesson	Community and Identity Focus: Why does it matter if we are part of a community or not?	<ol style="list-style-type: none"> To be able to describe my own sense of belonging. To understand why some people, believe that they belong to God. To be able to explain how we all belong to our community To understand how Christians use art and light as symbols of belonging. To explore music as a means of expressing belonging. (DPS) Why does it matter if we are part of a community or not? 	<ul style="list-style-type: none"> Do humans have an inbuilt need to belong? Can you give examples to back up your opinion with evidence? How does belonging manifest in non- religious communities?
The Spread of Christianity (Year 4)	Community and Identity Focus: How and why has Christian practice changed over time?	<ol style="list-style-type: none"> To understand what the early church looked like To understand how the church spread across the world. To understand the life and influence of Martin Luther To know about the work of Christian Missionaries To be able to compare Christian denominations in the modern church Note: to include ecumenicalism and our foundations. (DPS) How does the worldwide Christian family celebrate worship and mark key events? 	<ul style="list-style-type: none"> Why do you think some people choose to become missionaries? (CARE link) (Methodism link) Do you think missionaries should try and change people's beliefs? Why or why not?

<p>Baptism (Year 5)</p>	<p>Community and Identity Focus: How do rites of passage shape the lives of different Christians?</p>	<ol style="list-style-type: none"> 1. To demonstrate an understanding of the term 'rite of passage' and can talk about Christian Baptism. 2. To be able to explain what happens during a Baptism ceremony. 3. To know and understand the symbols of Baptism. 4. To describe the events of the Baptism of Jesus. 5. To be able to reflect and decide on what values they are committed to and where these originate from 6. (DPS) How do rites of passage shape the lives of different Christians? 	<ul style="list-style-type: none"> • Why do you think some people choose to be baptized as adults instead of as babies? • Why do you think baptism is seen as a way of welcoming someone into the Christian faith?
<p>Living a Christian life (Year 6)</p>	<p>Community and Identity Focus: How and why do Christians try and make the world a better place?</p>	<ol style="list-style-type: none"> 1. What does the world need? (CARE link) (Methodism link) 2. How should Christians respond to the needs of the world? (2 weeks) 3. How do Christian charities support people? (CARE link) (Methodism link) 4. To discuss whether Christians should look after the environment. (CARE link) (Methodism link) 5. (DPS) How and why do Christians try and make the world a better place? 	<ul style="list-style-type: none"> • How does CARE make our school a better place? (CARE link) (Methodism link) • Which is the most important CTS value and why? (CARE link) (Methodism link)

Spring Term 1 - Reality and Truth

Unit	End of unit question	Learning Intentions	Extension questions for more able learners – written responses.
My Identity (EYFS)	Reality and Truth Who am I and where do I belong?	<ol style="list-style-type: none"> To explore who I am To know which communities I belong to (CARE link) (Methodism link) To know about special places To know about religious communities To know about the baptism of Jesus and how modern Christians are baptised. 	
Story lessons (Year 1)	Reality and Truth Focus: What questions do stories in the Bible make us want to ask?	<ol style="list-style-type: none"> To understand that we can learn lessons from stories What can we learn from the parables of Jesus? (2 weeks) To discuss the miracles of Jesus To reflect on our learning from bible stories (DPS) What questions do stories in the Bible make us want to ask? 	<ul style="list-style-type: none"> Do stories have to teach us lessons? What is your favorite parable and why?
My Conscience (Year 2)	Reality and Truth Focus: How do Christians decide what is right?	<ol style="list-style-type: none"> To discuss how we know what the right things to do are. To understand how the Beatitudes guide Christians to know what is right. To know that Jesus taught us through Parables. To be able to explain how leaders help to guide Christians To understand how our conscience makes us feel and what the bible says about confession and forgiveness. (CARE link) (DPS) How do Christians decide what is right? 	<ul style="list-style-type: none"> Do you think everybody has a conscience? How does CARE guide us to know what is right or wrong? (CARE link)
Holy Week (Year 3)	Reality and Truth Focus: Does art help with understanding stories?	<ol style="list-style-type: none"> To recap the events of Holy Week To explore art that tells the story of The Last Supper To explore art that tells the story of Good Friday To explore art that tells the story of The Resurrection To create a piece of artwork that depicts the events of Holy Week (DPS) Does art help with understanding stories? 	<ul style="list-style-type: none"> How do you think the disciples felt during Holy week? Why? Why do you think Holy week is a time for reflection and prayer? (CARE link)
John Wesley (Year 4) Methodist focus	Reality and Truth Focus: What does it feel like to experience God's presence?	<ol style="list-style-type: none"> To be able to describe what spirituality means for me To know why John Wesley is important to Methodists To explore how Christians use music to express their feelings about God. To explore how the resurrection warms the hearts of Christians To explore experiences that warm our hearts and what this means for us. What does it feel like to experience God's presence? 	<ul style="list-style-type: none"> How can you show spirituality through your actions? (CARE link) Why do people pray for other people, even those that they don't know? (Methodism link)
Commitment (Year 5) Methodist focus	Reality and Truth Focus: Is it long ago and far away, or is it here and now?	<ol style="list-style-type: none"> To be able to identify our own commitments and the difference they make. To learn about the expressions of commitment found in the methodist community To be able to discuss good and bad, right and wrong To be able to explain the codes for living that Christians follow To be able to understand the shared Christian commitment to peace. (DPS) Does wisdom look the same for everyone? 	<ul style="list-style-type: none"> How can you seek and spread peace in your everyday life? (CARE link) How can you practice being a committed friend? (CARE link)

<p>Faith V Science (Year 6)</p>	<p>Reality and Truth Focus: How do people make valid judgements about how and why the world is as it is?</p>	<ol style="list-style-type: none"> 1. To explore whether our knowledge of the world is shaped by Faith or Science 2. To recall the Christian Creation Story and compare this to the scientific explanation 3. To research scientists that are Christian (CARE link) 4. To be able to reflect on the human influence on the world from a faith and scientific perspective. 5. To debate whether science and faith are complementary or contradictory 6. (DPS) How do people make judgements about how and why the world is as it is? 	<ul style="list-style-type: none"> • Can you believe in God and science at the same time? Explain your answer • Can science and faith work together? Give examples?
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Spring Term 2 – Beliefs and Questions

Unit	End of unit question	Learning Intentions	Extension questions for more able learners – written responses.
Who is God? (EYFS)	Beliefs and Questions Does everyone believe in God?	<ol style="list-style-type: none"> To discuss different words that are used to describe God To understand what Christians, think of God To ask my own puzzling or mysterious questions about life and share their ideas with others To explain how non-religious people believe the world was created. To talk about my own views of God. 	
Jewish beliefs (Year 1)	Beliefs and Questions Focus: What do different Jewish people believe about God?	<ol style="list-style-type: none"> To revisit the Creation story To know about the stories of Abraham To explain the covenant of Abraham To explain the importance of Shema to Jewish people To consider why some Jewish people choose not to believe in God (DPS) What do different Jewish people believe about God? 	<ul style="list-style-type: none"> Why did God choose Abraham? What are the similarities between Judaism and Christianity?
The Torah (Year 2)	Beliefs and Questions Focus: What does Torah mean for Jewish people?	<ol style="list-style-type: none"> To find out what Judaism is and what Jews believe To find out how the Torah began on Mount Sinai To find out how the Torah is used by Jews today To explore some of the stories in the Torah and what they teach about God To find out what the Torah teaches about helping others (CARE link) (Methodism link) (DPS) What does Torah mean for Jewish people? 	<ul style="list-style-type: none"> What are the similarities and differences between the bible and the Torah? How do the sacred texts influence how people live the lives? Give examples.
The Birth of Islam (Year 3)	Beliefs and Questions Focus: What do Muslims believe about God and where did Islam start?	<ol style="list-style-type: none"> To learn how the Islamic faith started To know about Tawhid and its importance for Muslims To compare how Muslims and Christians find out what God is like. How do Muslims show Muhammad (PBUH) respect in every-day life? To know the significance of the night of power and how it impacts the life of Muslims. (DPS) What do Muslims believe about God and where did Islam start? 	<ul style="list-style-type: none"> How did the prophet's teachings about fairness and justice affect people? Why is it important to learn about different religions and their histories?
The Hindu Faith (Year 4)	Beliefs and Questions Focus: How do Hindus understand who God is?	<ol style="list-style-type: none"> What symbols are there for God or religion and what do they tell followers about the qualities of God? Who is the Hindu God? What do stories teach Hindus about the qualities of God What do Murtis teach Hindus about the qualities of God? What are avatars and what do they teach Hindus about the qualities of God? (DPS) How do Hindus understand who God is? 	<ul style="list-style-type: none"> How does the Hindu belief in Karma encourage people to make good choices? (CARE link)

<p>The Seal of the Prophets (Year 5)</p>	<p>Beliefs and Questions Focus: Why is it important to Muslims that Muhammad is known as the Seal of the prophets?</p>	<ol style="list-style-type: none"> To understand the importance of Muhammad (PBUH) for Muslims. To be able to identify prophets that are important for Islam, Christianity and Judaism and give reasons for their importance. To be able to describe the roles that Isa (Jesus) and Muhammad (PBUH) have in Islam. To be able to explain the importance of Scripture for Muslims and how the Hadith helps Muslims. To be able to explain the basic divisions in Islam and some of the reasons behind them. (DPS) Why is it important to Muslims that Muhammad is known as the Seal of the prophets? 	<ul style="list-style-type: none"> Why might it be important for a religion to have a final prophet? How do the teachings of the prophet Muhammad (PBUH) help in resolving conflicts or making good choices today? (CARE LINK)
<p>Hindu Dharma (Year 6)</p>	<p>Beliefs and Questions Focus: What is the significance of Karma and Moksha for a Hindu?</p>	<ol style="list-style-type: none"> To be able to show understanding that stories can inspire Hindus to make good choices. To be able to explain how dharma is a way of life for Hindus. To be able to give examples of how the five daily duties link to dharma. To be able to make clear connections between the deeds of past lives / this life and the consequences for the next life, for Hindus. To be able to weigh up how far the goal of moksha inspires Hindus to achieve good karma. (DPS) What is the significance of Karma and Moksha for a Hindu? 	<ul style="list-style-type: none"> How can following the principles of Dharma help us to treat others with CARE (CARE link) How can following Dharma help you to do all the good you can in the world? (Methodism link)

Summer Term 1 – Community and Identity

Unit	End of unit question <i>(double page spread)</i>	Learning Intentions	Extension questions for more able learners – written responses.
Families and communities (EYFS)	Community and Identity Are all families the same?	<ol style="list-style-type: none"> To explore what makes me special To know what religious families celebrate To know what non-religious families celebrate To know how being part of a family makes us feel Are all families the same? 	
Shabbat (Year 1)	Community and Identity Focus: How and why is Shabbat important to some Jewish people in Britain?	<ol style="list-style-type: none"> To explore the Jewish story of creation To explore artefacts related to shabbat To explain what is and what is not allowed during shabbat To understand the importance of rest and relate this to the creation story To compare our lives to Jewish traditions (DPS) How and why is Shabbat important to some Jewish people in Britain? 	<ul style="list-style-type: none"> If you had to follow the rules of Shabbat, which would be the hardest for you and why? Why is a rest day good for us, even for people who don't follow the Jewish faith?
The Synagogue Year 2)	Community and Identity Focus: In what ways is the synagogue important to Jews?	<ol style="list-style-type: none"> To explore what places and buildings are special to me. To explore the features of a synagogue To explore festivals that happen in the synagogue. To find out how the synagogue supports the wider community. (CARE link) <i>(Methodism link)</i> To compare the features of a synagogue and a church (DPS) How do Christians decide what is right? 	<ul style="list-style-type: none"> Why do communities need religious buildings? How do religious buildings adapt to reflect the communities that they serve? Is prayer more powerful from a religious building?
The Qur'an (Year 3)	Community and Identity Focus: What is the Qur'an and why do many Muslims try to learn it by heart?	<ol style="list-style-type: none"> To learn how the Qur'an was created to know what the Quran is and how it should be. Treated. To understand how the Quran is used at home and in the mosque. To know the main teachings from the Quran. To compare. How the Bible and the Quran are used. (DPS) What is the Qur'an and why do many Muslims try to learn it by heart? 	<ul style="list-style-type: none"> What are the similarities and differences between the bible and the Qur'an? How do the sacred texts influence how people live their lives? Give examples.
Hindu Worship (Year 4)	Community and Identity Focus: What role does worship play in the life of a Hindu?	<ol style="list-style-type: none"> What roles and responsibilities do you have at home and at school? To explore what a mandir is and what happens inside To understand what happens during Puja, both at the Mandir and at home. To know the five daily duties of Hindus. To discuss whether worship is the most important part of life for a Hindu or whether serving others, is more important. (CARE link) <i>(Methodism link)</i> (DPS) What role does worship play in the life of a Hindu? 	<ul style="list-style-type: none"> Do humans have an inbuilt need to worship? Can you give examples to back up your opinion with evidence? How does worship manifest in non-religious communities?

<p>The Mosque (Year 5)</p>	<p>Community and Identity Focus: How far does the mosque contribute to the Muslim concept of Ummah?</p>	<ol style="list-style-type: none"> 1. I can identify examples of how the Shahadah is used to underpin Muslim belief about Allah. 2. To be able to make clear connections between the importance of prayer, mosques and community. 3. To be able to explain the importance of the five pillars of Islam. 4. To be able to consider how Muslims can be a part of their community even when they are not in a mosque 5. To be able to discuss how the mosque contributes to the community, offering and justifying other ways in which ummah is expressed. (CARE link) (Methodism link) 6. (DPS) How far does the mosque contribute to the Muslim concept of Ummah? 	<ul style="list-style-type: none"> • Why do communities need religious buildings? • How do religious buildings adapt to reflect the communities that they serve? • Is prayer more powerful from a religious building?
<p>Pilgrimage (Year 6)</p>	<p>Community and Identity Focus: What might a Hindu gain from a pilgrimage to India?</p>	<ol style="list-style-type: none"> 1. To be able to describe what a pilgrimage is 2. I can name and locate some pilgrimage sites for Hindus. 3. I can describe what happens at different Hindu pilgrimage sites. 4. I can identify and explain some of the reasons why Hindus may choose to go on a pilgrimage. 5. I can make comparisons between the pilgrimages of different faiths (Hindu and Islamic pilgrimages) 6. (DPS) What might a Hindu gain from a pilgrimage to India? 	<ul style="list-style-type: none"> • How do pilgrimages add meaning to people's lives? • Why does going on a pilgrimage require commitment?

Summer Term 2- Reality and Truth

Unit	End of unit question <i>(double page spread)</i>	Learning Intentions	Extension questions for more able learners – written responses.
Festivals (EYFS)	Reality and Truth Focus: What do people celebrate and why?	<ol style="list-style-type: none"> 1. To show a simple understanding of Religious and Non-Religious Worldviews. 2. To recognise that some celebrations are religious and others are non-religious. 3. To talk about religions around the world and their festivals. 4. To describe some things that happen in secular celebrations e.g., Halloween, Mexican Day of the Dead, Bonfire night 	
Morals (Year 1)	Reality and Truth Focus: How do people know how to behave	<ol style="list-style-type: none"> 1. To explain why we have rules in our school. 2. To describe the agreement Jewish people, made with God 3. To explain the significance of one thing Jewish people, do and say how it shows their special relationship with God. 4. To explain how Jewish people know how to behave and why the 10 commandments and food laws are important. 5. To discuss the sources people, use as a basis for the rules that they follow. 6. (DPS) How do people know how to behave? 	<ul style="list-style-type: none"> • What should you do if you see someone being treated unfairly? (CARE LINK) <i>(Methodism link)</i> • How does CARE make our school a nicer place to be? (CARE LINK)
Leadership (Year 2) 	Reality and Truth Focus: What are the best reasons for following a leader?	<ol style="list-style-type: none"> 1. To know who Joshua was and why was he an important leader 2. To understand what makes a leader a good leader. (CARE link) 3. To explore the leadership style of some famous religious and non-religious leaders. 4. To discuss whether we need to follow leaders, giving reasons for our views 5. To be able to explain what gives people the right to be leaders, and whether we all need to agree. 6. (DPS) What are the best reasons for following a leader? 	<ul style="list-style-type: none"> • What would society be like without leaders? (CARE link) <i>(Methodism link)</i> • Why do religious leaders matter and what makes a leader worth following? • What are the essential; qualities of a hero or role model?
Truth and evidence (Year 3)	Reality and Truth Focus: Does it matter if a story is true or not?	<ol style="list-style-type: none"> 1. To understand the term Worldview and to discuss our own opinions and views 2. To discuss how people see truth differently based on their own perspectives. 3. To explore the meaning and relevance of some famous proverbs. 4. To be able to explain why people can have differing perspectives about the same event 5. To discuss what we believe has shaped us and our own worldview. 6. (DPS) Does it matter if a story is true or not? 	<ul style="list-style-type: none"> • Why is it important to tell the truth in our daily lives? • What should we do if telling the truth might hurt someone's feelings? (CARE link)
Spiritual Places (Year 4)	Reality and Truth Focus: How and why do people argue that some places can be spiritual?	<ol style="list-style-type: none"> 1. To be able to compare the features of churches and mandirs 2. To understand why some buildings make us feel spiritual 3. To understand why people, go on pilgrimages 4. To explore some of the places that people travel to on pilgrimage 5. Compare and contrast the similarities and differences between Hindu and Christian pilgrimage 6. (DPS) How and why do people argue that some places can be spiritual? 	<ul style="list-style-type: none"> • How do pilgrimages add meaning to people's lives? • Why does going on a pilgrimage require commitment?

<p>Meaning of Life (Year 5)</p>	<p>Reality and Truth Focus: What does it mean to live a good life?</p>	<ol style="list-style-type: none"> 1. To evaluate what a range of religions mean by a good life. 2. To understand morals and virtues and how they affect how we live our lives (CARE link) (Methodism link) 3. To be able to explain the golden rules across the major religious worldviews 4. To compare the Christian and humanist approaches to virtues and morals 5. To consider our own beliefs about what makes a good life. 6. (DPS) : What does it mean to live a good life? 	<ul style="list-style-type: none"> • How can helping others contribute to our own sense of purpose and meaning in life? (Methodism link) • How do people find meaning in their lives? Give examples
<p>Worldviews (Year 6)</p>	<p>Reality and Truth Focus: How does a worldview help people decide what is important?</p>	<ol style="list-style-type: none"> 1. To be able to make connections/links between the different world views they have studied 2. To understand the similarities and differences between the different worldviews and what connects them together in society. 3. To be able to evaluate the various sources of wisdom about what is important and justify their own opinions. 4. To be able to discuss how a person's worldview affects the choices that they make. 5. To compare how two worldviews would approach a given dilemma 6. (DPS) How does a worldview help people decide what is important? 	<ul style="list-style-type: none"> • Why might two people with different worldviews see an event in different ways. • How can your worldview influence the choices you make? Give examples.