

**Emmaus Federation RE Long-term Plan**

**Year A**

	Kirkstead Tintern Richmond	Crowland Regent	St James' Westminster	Fountains Central	Sempringham Lindisfarne Phoenix	Ramsey Kelso Hyde
Autumn 1	<b>Myself</b> Recognise and explore feelings	<b>Creation</b> <b>UC 1.1 (core)</b> What do Christians believe made the world?	<b>Being Human - Islam</b> What does the Qur'an say about how Muslims should treat others and live their lives? Imam (Faith), Sha'adah (statement of faith) Akhlq (character, moral conduct)	<b>God - Hinduism</b> *How are deities and key figures described in Hindu sacred texts and stories? Key scriptures: Vedas, Bhagavad Gita, Ramayana, Mahabharata *Creation stories *Concept of Trimurti - Brahma, Vishnu, Shiva. Other deities, e.g. Ganesh, Lakshmi, Pavati	<b>Pilgrimage</b> At least two religions, at least one must be a religion other than Christianity, Hinduism or Islam *Key destinations *Motivations *Practices associated with the journey *Key beliefs	<b>God - Christianity</b> <b>UC 2b.1 (core)</b> What does it mean if God is loving and holy?

Autumn 2	<b>My Friends</b> Establish effective relationships with other children and adults	<b>God - Christianity</b> What do Christians learn/understand about God through Old Testament Bible stories: God's encounter with people e.g. Moses, Abraham, Noah	<b>Life Journey - Islam</b> What do Muslims do to celebrate birth? Aqiqah ceremony, call to prayer (Adhaan), shaving of head, weighing of hair	<b>God - Islam</b> What do the main concepts in Islam reveal about the nature of Allah? *Tawhid * Ibadah - Five Pillars of Islam *Shahadah - statement of faith *Allah's creation	<b>How do Muslims and Hindus worship?</b> *Role of Mandir/Mosque Significance of fasting *Holy shrines and symbols *Religious figures and community leaders *How do Muslims and Hindus worship? *Pilgrimage	<b>Big Question -</b> <b>Do you have to believe in God to be good?</b> Opportunity to study Humanism/atheism and explore beliefs such as social justice
Spring 1	<b>My Special Things</b> Understand why some things are special/precious	<b>God - Islam</b> How is Allah described in the Qur'an? *Tawhid (Oneness of Allah), Creator, provider of all good things *99 names of Allah	<b>Thankfulness</b> At least two religions, at least one must be a religion other than Christianity or Islam Religious/non-religious beliefs of thankfulness and gratitude; Harvest, Eid, Sukkot, Holi	<b>God/incarnation - Christianity</b> <b>UC 2a.3 (core and digging deeper)</b> <b>What is the Trinity?</b>	<b>How do Muslims and Hindus worship?</b> *Role of Mandir/Mosque Significance of fasting *Holy shrines and symbols *Religious figures and community leaders	<b>Creation - Christianity</b> <b>UC 2b.2 (core)</b> Creation and Science: Conflicting or Complementary?

					*How do Muslims and Hindus worship? *Pilgrimage	
Spring 2	<b>Special Times for Me and Others</b> Recognise and respond to key religious events throughout the year	<b>Community - Islam</b> What do Muslims do to express their beliefs? *Ibadah (worship and belief in action) - use of significant objects, e.g. prayer beads, prayer mats, compass *Respect for teachers and elders	<b>Thankfulness</b> At least two religions, at least one must be a religion other than Christianity or Islam Religious/non-religious beliefs of thankfulness and gratitude; Harvest, Eid, Sukkot, Holi	<b>God/incarnation - Christianity</b> UC 2a.3 (core and digging deeper) What is the Trinity?	<b>Creation - Christianity</b> UC 2a.1 (core) What do Christians learn from the creation story?	UC 2b.2 (core) Creation and Science: Conflicting or Complimentary?
Summer 1	<b>My Life</b> Appreciate the wonder of life and development	<b>Places of Worship</b> At least two religions: at least one must be a	<b>Salvation</b> UC 1.5 (core) Why does Easter matter to Christians?	<b>Salvation - Christianity</b> UC 2a.5 (core) Why do Christians call the day Jesus	<b>In-depth study of another religion/belief system</b> Strengthen and deepen work	<b>Life Journey - Hinduism/Islam</b> Rites of passage;

	<p><b>Our Special Places</b> Identify places which are special to them and to others</p>	<p>religion other than Christianity or Islam. Symbols, architecture, worship, diversity, practices, connections with key beliefs.</p>		<p>died 'Good Friday'?</p>	<p>that has taken place in Y2/3 on Judaism and Hinduism</p>	<p>include other religions, e.g. Bar Mitzvah in Judaism, confirmation in Christianity *How we know if religious claims are true or not *Does their truth actually matter - consider what faith means *Impact of religion on people's lives</p>
<p>Summer 2</p>	<p><b>Our Beautiful World</b> Explore and respond to the natural world and recognise there are</p>	<p><b>Places of Worship</b> At least two religions: at least one must be a religion other than Christianity</p>	<p><b>How can faith be seen in actions of inspirational Christians?</b> Daniel, Noah, David, Esther, Mary, Jonah, the disciples</p>	<p><b>Big Questions - Christianity, Hinduism, Islam</b> Who am I? What is a good life? Does God exist? Is there life after death?</p>	<p><b>In-depth study of another religion/belief system</b> Strengthen and deepen work that has taken place in Y2/3 on</p>	<p><b>Life Journey - Hinduism/Islam</b> Rites of passage; include other religions, e.g. Bar Mitzvah</p>

	some questions that are difficult to answer	or Islam. Symbols, architecture , worship, diversity, practices, connections with key beliefs.			Judaism and Hinduism	in Judaism, confirmation in Christianity *How we know if religious claims are true or not *Does their truth actually matter - consider what faith means *Impact of religion on people's lives
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## Emmaus Federation RE Long-term Plan

### Year B

	Kirkstead Tintern Richmond	Crowland Regent	St James' Westminster	Fountains Central	Sempringham Lindisfarne Phoenix	Ramsey Kelso Hyde
Autumn 1	<b>Myself</b> Recognise and explore feelings	<b>Creation</b> <b>UC 1.1 (core)</b> What do Christians believe made the world?	<b>God - Hinduism</b> *How are deities and key figures described in Hindu sacred texts and stories? Key scriptures: Vedas, Bhagavad Gita, Ramayana, Mahabharata *Creation stories *Concept of Trimurti - Brahma, Vishnu, Shiva. Other deities, e.g. Ganesh, Lakshmi, Pavati	<b>God - Hinduism</b> *How are deities and key figures described in Hindu sacred texts and stories? Key scriptures: Vedas, Bhagavad Gita, Ramayana, Mahabharata *Creation stories *Concept of Trimurti - Brahma, Vishnu, Shiva. Other deities, e.g. Ganesh, Lakshmi, Pavati	<b>Pilgrimage</b> At least two religions, at least one must be a religion other than Christianity, Hinduism or Islam *Key destinations *Motivations *Practices associated with the journey *Key beliefs	<b>God - Christianity</b> <b>UC 2b.1 (core)</b> What does it mean if God is loving and holy?

Autumn 2	<b>My Friends</b> Establish effective relationships with other children and adults	<b>God - Christianity</b> What do Christians learn/understand about God through Old Testament Bible stories: God's encounter with people e.g. Moses, Abraham, Noah	<b>In Depth Study of Hinduism</b> Festivals, symbols, diversity, practices, connections with key beliefs.	<b>God - Islam</b> What do the main concepts in Islam reveal about the nature of Allah? *Tawhid *Ibadah - Five Pillars of Islam *Shahadah - statement of faith *Allah's creation	<b>How do Muslims and Hindus worship?</b> *Role of Mandir/Mosque Significance of fasting *Holy shrines and symbols *Religious figures and community leaders *How do Muslims and Hindus worship? *Pilgrimage	<b>Big Question -</b> <b>Do you have to believe in God to be good?</b> Opportunity to study Humanism/atheism and explore beliefs such as social justice
Spring 1	<b>My Special Things</b> Understand why some things are special/precious	<b>God - Islam</b> How is Allah described in the Qur'an? *Tawhid (Oneness of Allah), Creator, provider of all good things *99 names of Allah	<b>Jesus' teaching</b> The Greatest Commandment (Mark 12:30-31) The Golden Rule (Matthew 7:12)	<b>God/incarnation - Christianity</b> UC 2a.3 (core and digging deeper) What is the Trinity?	<b>How do Muslims and Hindus worship?</b> *Role of Mandir/Mosque Significance of fasting *Holy shrines and symbols *Religious figures and community leaders	<b>Creation - Christianity</b> UC 2b.2 (core) Creation and Science: Conflicting or Complimentary?

					*How do Muslims and Hindus worship? *Pilgrimage	
Spring 2	<b>Special Times for Me and Others</b> Recognise and respond to key religious events throughout the year	<b>Community - Islam</b> What do Muslims do to express their beliefs? *Ibadah (worship and belief in action) - use of significant objects, e.g. prayer beads, prayer mats, compass *Respect for teachers and elders	<b>Jesus' teaching</b> The Greatest Commandment (Mark 12:30-31) The Golden Rule (Matthew 7:12)	<b>God/incarnation - Christianity</b> UC 2a.3 (core and digging deeper) What is the Trinity?	<b>Creation - Christianity</b> UC 2a.1 (core) What do Christians learn from the creation story?	UC 2b.2 (core) Creation and Science: Conflicting or Complimentary?
Summer 1	<b>My Life</b> Appreciate the wonder of life and development	<b>Places of Worship</b> At least two religions: at least one must be a	<b>Thankfulness</b> At least two religions, at least one must be a religion other	<b>Salvation - Christianity</b> UC 2a.5 (core) Why do Christians call the day Jesus	<b>In-depth study of another religion/belief system</b> Strengthen and deepen work	<b>Life Journey - Hinduism/Islam</b> Rites of passage;

	<p><b>Our Special Places</b> Identify places which are special to them and to others</p>	<p>religion other than Christianity or Islam. Symbols, architecture, worship, diversity, practices, connections with key beliefs.</p>	<p>than Christianity or Islam Religious/non-religious beliefs of thankfulness and gratitude; Harvest, Eid, Sukkot, Holi</p>	<p>died 'Good Friday'?</p>	<p>that has taken place in Y2/3 on Judaism and Hinduism</p>	<p>include other religions, e.g. Bar Mitzvah in Judaism, confirmation in Christianity *How we know if religious claims are true or not *Does their truth actually matter - consider what faith means *Impact of religion on people's lives</p>
<p>Summer 2</p>	<p><b>Our Beautiful World</b> Explore and respond to the natural world and recognise there are</p>	<p><b>Places of Worship</b> At least two religions: at least one must be a religion other than Christianity</p>	<p><b>Thankfulness</b> At least two religions, at least one must be a religion other than Christianity or Islam Religious/non-religious beliefs</p>	<p><b>Big Questions - Christianity, Hinduism, Islam</b> Who am I? What is a good life? Does God exist? Is there life after death?</p>	<p><b>In-depth study of another religion/belief system</b> Strengthen and deepen work that has taken place in Y2/3 on Possibility to</p>	<p><b>Life Journey - Hinduism/Islam</b> Rites of passage; include other religions, e.g. Bar Mitzvah</p>

	<p>some questions that are difficult to answer</p>	<p>or Islam. Symbols, architecture, worship, diversity, practices, connections with key beliefs.</p>	<p>of thankfulness and gratitude; Harvest, Eid, Sukkot, Holi</p>		<p>look at Humanism and Buddhism</p>	<p>in Judaism, confirmation in Christianity  *How we know if religious claims are true or not  *Does their truth actually matter - consider what faith means  *Impact of religion on people's lives</p>
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