

Emmaus Federation RE Long-term Plan (Sutterton)

Year A

	R	1	2/3	3/4	4/5	6
Autumn 1	Myself Recognise and explore feelings	Creation UC 1.1 (core) What do Christians believe made the world?	Being Human - Islam 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)	God - Hinduism *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	Pilgrimage 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	God - Christianity UC 2b.1 (core) What does it mean if God is loving and holy?
Autumn 2	My Friends Establish effective relationships	God - Christianity What do Christians	Life Journey - Islam	God - Islam What do the main concepts in Islam reveal	How do Muslims and Hindus worship?	Big Question - Do you have to believe

	with other children and adults	learn/understand about God through Old Testament Bible stories: God's encounter with people e.g. Moses, Abraham, Noah	What do Muslims do to celebrate birth? Aqiqah ceremony, call to prayer (Adhaan), shaving of head, weighing of hair	about the nature of Allah? *Tawhid * Ibadah - Five Pillars of Islam *Shahadah - statement of faith *Allah's creation	*Role of Mandir/Mosque Significance of fasting *Holy shrines and symbols *Religious figures and community leaders *How do Muslims and Hindus worship? *Pilgrimage	in God to be good? Opportunity to study Humanism/atheism and explore beliefs such as social justice
Spring 1	My Special Things Understand why some things are special/precious	God - Islam How is Allah described in the Qur'an? *Tawhid (Oneness of Allah), Creator, provider of all good things *99 names of Allah	Thankfulness 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	God/incarnation - Christianity UC 2a.3 (core and digging deeper) What is the Trinity?	How do Muslims and Hindus worship? *Role of Mandir/Mosque Significance of fasting *Holy shrines and symbols *Religious figures and community leaders *How do Muslims and Hindus worship? *Pilgrimage	Creation - Christianity UC 2b.2 (core) Creation and Science: Conflicting or Complimentary?

Spring 2	<p>Special Times for Me and Others Recognise and respond to key religious events throughout the year</p>	<p>Community - Islam 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</p>	<p>Thankfulness 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</p>	<p>God/incarnation - Christianity UC 2a.3 (core and digging deeper) What is the Trinity?</p>	<p>Creation - Christianity UC 2a.1 (core) What do Christians learn from the creation story?</p>	<p>UC 2b.2 (core) Creation and Science: Conflicting or Complimentary?</p>
Summer 1	<p>My Life Appreciate the wonder of life and development</p> <p>Our Special Places</p>	<p>Places of Worship At least two religions: at least one must be a religion other than Christianity or Islam.</p>	<p>Salvation UC 1.5 (core) Why does Easter matter to Christians?</p>	<p>Salvation - Christianity UC 2a.5 (core) Why do Christians call the day Jesus died 'Good Friday'?</p>	<p>In-depth study of another religion/belief system Strengthen and deepen work that has taken place in Y2/3 on Judaism and Hinduism</p>	<p>Life Journey - Hinduism/Islam Rites of passage; include other religions, e.g. Bar Mitzvah in Judaism,</p>

	Identify places which are special to them and to others	Symbols, architecture, worship, diversity, practices, connections with key beliefs.				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
Summer 2	Our Beautiful World Explore and respond to the natural world and recognise there are some questions that are	Places of Worship At least two religions: at least one must be a religion other than Christianity or Islam. Symbols, architecture, worship,	How can faith be seen in actions of inspirational Christians? Daniel, Noah, David, Esther, Mary, Jonah, the disciples	Big Questions - Christianity, Hinduism, Islam Who am I? What is a good life? Does God exist? Is there life after death?	In-depth study of another religion/belief system Strengthen and deepen work that has taken place in Y2/3 on Judaism and Hinduism	Life Journey - Hinduism/Islam Rites of passage; include other religions, e.g. Bar Mitzvah in Judaism, confirmation in Christianity

	difficult to answer	diversity, practices, connections with key beliefs.				<ul style="list-style-type: none">*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 (Sutterton)

Year B

	R	1	2/3	3/4	4/5	6
Autumn 1	Myself Recognise and explore feelings	Creation UC 1.1 (core) What do Christians believe made the world?	God - Hinduism *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	God - Hinduism *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	Pilgrimage 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	God - Christianity UC 2b.1 (core) What does it mean if God is loving and holy?
Autumn 2	My Friends Establish effective relationships with other	God - Christianity What do Christians learn/unders	In Depth Study of Hinduism Festivals, symbols, diversity,	God - Islam What do the main concepts in Islam reveal	How do Muslims and Hindus worship? *Role of Mandir/Mosque	Big Question - Do you have to be believe

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

Spring 2	<p>Special Times for Me and Others Recognise and respond to key religious events throughout the year</p>	<p>Community - Islam 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</p>	<p>Jesus' teaching The Greatest Commandment (Mark 12:30-31) The Golden Rule (Matthew 7:12)</p>	<p>God/incarnation - Christianity UC 2a.3 (core and digging deeper) What is the Trinity?</p>	<p>Creation - Christianity UC 2a.1 (core) What do Christians learn from the creation story?</p>	<p>UC 2b.2 (core) Creation and Science: Conflicting or Complimentary?</p>
Summer 1	<p>My Life Appreciate the wonder of life and development</p> <p>Our Special Places Identify places which</p>	<p>Places of Worship At least two religions: at least one must be a religion other than Christianity or Islam Symbols,</p>	<p>Thankfulness At least two religions, at least one must be a religion other than Christianity or Islam Religious/non-religious beliefs of thankfulness and gratitude;</p>	<p>Salvation - Christianity UC 2a.5 (core) Why do Christians call the day Jesus died 'Good Friday'?</p>	<p>In-depth study of another religion/belief system Strengthen and deepen work that has taken place in Y2/3 on Judaism and Hinduism</p>	<p>Life Journey - Hinduism/Islam Rites of passage; include other religions, e.g. Bar Mitzvah in Judaism, confirmation</p>

	are special to them and to others	architecture , worship, diversity, practices, connections with key beliefs.	Harvest, Eid, Sukkot, Holi			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
Summer 2	Our Beautiful World Explore and respond to the natural world and recognise there are some questions that are difficult to answer	Places of Worship At least two religions: at least one must be a religion other than Christianity or Islam. Symbols, architecture , worship, diversity,	Thankfulness 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	Big Questions - Christianity, Hinduism, Islam Who am I? What is a good life? Does God exist? Is there life after death?	In-depth study of another religion/belief system Strengthen and deepen work that has taken place in Y2/3 on Possibility to look at Humanism and Buddhism	Life Journey - Hinduism/Islam Rites of passage; include other religions, e.g. Bar Mitzvah in Judaism, confirmation in Christianity

		practices, connections with key beliefs.				<ul style="list-style-type: none">*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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