



RE Medium Term Plan 2021-2022

| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| N | Religious Festivals | Yom Kippur / Rosh Hashanah / Diwali | Hanukkah Advent / Christmas | Chinese new Year / Holi / Pancake day / Lent / Easter | Baptisms Birthdays | Eid-al Fitr Greetings in languages represented in our class | Eid-al-Adha Celebrating our nursery year |
| | I can | Continue developing positive attitudes about the differences between people. | | | | | |
| | Vocab | Festival Celebration Religion Faith Fast/Feast/Meal Family Tradition Jewish Christian/Jesus/God/Mary/Joseph/Shepherds/angels/kings/star Light Menorah Dreidel New moon Chinese Zodiac - animal names | | | | | |
| R | Topic | Theme: Special People Key Question: What makes people special? Religions: Christianity, Judaism | Theme: Christmas Key Question: What is Christmas? Religion: Christianity Christian concept: Incarnation | Theme: Celebrations Key Question: How do people celebrate? Religions: Hinduism | Theme: Easter Key Question: What is Easter? Religion: Christianity Christian concept: Salvation | Theme: Story Time Key Question: What can we learn from stories? Religions: Christianity, Islam, Hinduism, Sikhism | Theme: Special Places Key Question: What makes places special? Religions: Christianity, Islam, Judaism |
| | I can | 1) Understand that some places are special to members of their community. 2) Recognise that people have different beliefs and celebrate special times in different ways. | | | | | |
| | Vocab | Jesus | Jesus | Festivals | Easter | Bible | Church |



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| | | Moses Role model Friends | Mary Joseph Shepherds Angels Kings/Wisemen Presents Stable Bethlehem | Celebration Diwali lights | Jesus Cross Church Eggs | Qur'an Torah Books | Synagogue Mosque Temple Special |
| | ELGs | <p>ELG: People, Culture and Communities Children at the expected level of development will:</p> <ul style="list-style-type: none"> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps. | | | | | |
| Y1 | Topic | Creation Story - Christianity | Christmas (Giving) - Christianity | Jesus as a friend - Christianity | Easter (Palm Sunday) - Christianity | Shabbat (day of rest: Saturday) - Judaism | Rosh Hashanah & Yom Kippur (Holy day) - Judaism |
| | I can | <ol style="list-style-type: none"> I can retell the Creation story. I can say how it felt to make something. I can discuss my own ideas about creation. I can explore if God wanted Christians to look after the world. | <ol style="list-style-type: none"> I can retell the Christmas story / birth of Jesus. I can explain what Christmas is. I can explain the meaning of giving gifts at Christmas. I can talk about a gift that is special to me. I can think of a gift to give to Jesus if he was born today. | <ol style="list-style-type: none"> I can say who my friends are and why I like them. I can explain what it means to be a good friend. I can explain how Jesus showed friendship in this story: Mary, Martha and Lazarus (Luke 10: 38-41). I can say ways of how Christians show friendship. | <ol style="list-style-type: none"> I can tell you someone who is special to me and why. I can retell / role-play what happened on Palm Sunday. I can explain why Palm Sunday is important to Christians. I can explain how Jesus was treated on Palm Sunday and why. | <ol style="list-style-type: none"> I can share a meal that is special to me. I can say something special on the Shabbat table. I can explain the routine for a Jewish child on Shabbat. I can explain why Jews celebrate Shabbat. | <ol style="list-style-type: none"> I can say how it feels to say sorry. I can tell you how it feels to forgive someone. I can say something that Jews do at Rosh Hashanah or Yom Kippur. I can try a Rosh Hashanah meal. I can explain why Rosh Hashanah and Yom Kippur are important. |



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| Skills (KS1) | <ul style="list-style-type: none"> describe the main beliefs of a religion. describe the main festivals of a religion. recognise, name and describe religious artefacts, places and practices. explain religious rituals and ceremonies and the meaning of them, including their own experiences of them. observe when practices and rituals are featured in more than one religion or lifestyle name religious symbols and the meaning of them. learn the name of important religious stories. retell religious stories and suggest meanings in the story. | | | | | |
| Key Vocab | Creation God Jesus Adam & Eve Earth Plants Animals First, second, third, fourth, fifth, sixth, seventh | Christmas Jesus Birth Gift Giving Special | Friend Friendship Jesus Christian | Jesus Christian Palm Sunday Easter Special | Meal Special Jew / Jewish Shabbat (Sabbath) Celebration Synagogue | Sorry Forgive Jew / Jewish Rosh Hashanah Yom Kippur |
| Sticky Knowledge | <ul style="list-style-type: none"> I can say how it felt to make something. I can remember the Christian Creation story and talk about it. I can express an opinion about the Christian belief about creation. | <ul style="list-style-type: none"> I can talk about a gift that is special to me I can remember some of the Christmas story. I can suggest a gift I would give to Jesus. | <ul style="list-style-type: none"> I can talk about my friends and why I like them. I can remember a story about Jesus showing friendship and talk about it. I can say how Jesus tried to be a good friend. | <ul style="list-style-type: none"> I can talk about a person I admire. I can recall parts of the Easter story. I can recognise some symbols in the story. I can start to show understanding that Jesus is special to Christians and say why. | <ul style="list-style-type: none"> I can tell you which is my favourite day of the week and talk about food I would like to share in a special meal. I can use the right names for things that are special to Jewish people during Shabbat and explain why. I can start to make a connection between being Jewish | <ul style="list-style-type: none"> I can say how it feels to say sorry and what I have said sorry for. I can tell you something that either Rosh Hashanah or Yom Kippur is about. I can say why certain things are important to Jewish children at Rosh Hashanah or Yom Kippur. |



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| | | | | | | and decisions about behaviour. | |
| | Expert Evidence (Trips - at least one a year) | | Trips: Local CofE church | | Trips: Local CofE church | Trips: Local synagogue | |
| Y2 | Topic | Jesus' teachings - Christianity | Christmas (Jesus as gift from God) - Christianity | Prayer at home - Islam | Easter (Forgiveness) - Christianity | Community and Belonging - Islam | Rites of Passage and good works - Judaism |
| | I can | <ol style="list-style-type: none"> 1) I can explain what kindness means. 2) I can give an example of when I have been kind. 3) I can understand the following teachings of Jesus: <ul style="list-style-type: none"> - The Good Samaritan (Luke 10) - The Paralyse Man (Mark 2) - Raising the roof (Christ's miracle) | <ol style="list-style-type: none"> 1) I can tell you how I show love in the world. 2) I can retell / role-play the Christmas story. 3) I can start to explain how Jesus was a gift from God. 4) I can explain why Christians think God gave Jesus to the world. | <ol style="list-style-type: none"> 1) I can explain what a commitment is. 2) I can name my own commitment and how it made me feel when reaching my goal. 3) I can remember some things about Muslim prayer. 4) I can explain why Muslims need to pray 5 a day. | <ol style="list-style-type: none"> 1) I can retell / role-play the Easter story. 2) I can explain what forgiveness is. 3) I can describe the feeling of forgiveness. 4) I can explain the meanings of Easter symbols. 5) I can ask questions about The Last Supper and Jesus' death. | <ol style="list-style-type: none"> 1) I can explain what belonging is. 2) I can describe my place of belonging and what it means to me. 3) I can remember what prayer means to Muslims. 4) I can explain why Hajj is important to Muslims. | <ol style="list-style-type: none"> 1) I can explain what a commitment is. 2) I can say which commitment I am working on. 3) I can name some things that are special to Jews. 4) I can explain one way Jews show commitment to God. |
| | Skills (KS1) | <ul style="list-style-type: none"> • describe the main beliefs of a religion. • describe the main festivals of a religion. • recognise, name and describe religious artefacts, places and practices. • explain religious rituals and ceremonies and the meaning of them, including their own experiences of them. • observe when practices and rituals are featured in more than one religion or lifestyle • name religious symbols and the meaning of them. • learn the name of important religious stories. | | | | | |



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| | <ul style="list-style-type: none"> retell religious stories and suggest meanings in the story. | | | | | |
| Key Vocab | Kindness Jesus Teaching Miracle Bible Good Samaritan Paralysed Man | Christmas Jesus God Christian Love World Gift | Commitment Achievement Goal Muslim Prayer Allah (God) Mosque | Easter Good Friday Last Supper Jesus Death Forgiveness Symbol | Belonging Community Muslim Prayer Hajj | Commitment Jews God Special Ten Commandments Torah Synagogue Worship |
| Sticky Knowledge | <ul style="list-style-type: none"> I can tell you when I have been kind to others even when it was difficult. I can re-tell a story Jesus told about being kind or give I can example of when Jesus showed kindness. I can say if I think Christians should be kind and give a reason. | <ul style="list-style-type: none"> I can say how I could help solve a problem by showing love. I can remember the Christmas story and start to explain that Christians believe Jesus was a gift from God. I can tell you why Christians think God gave Jesus to the world. | <ul style="list-style-type: none"> I can explain how it felt to have to stop doing something to reach the target we had set. I can use the right words to describe how Muslims pray and begin to explain why they do this. I can start to think through how praying 5 times a day might help in some ways more than others. | <ul style="list-style-type: none"> I can say what I believe happens to you when you die and tell you how I remember people close to me. I can recall what Christians believe happened on Easter Sunday. I can start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion. | <ul style="list-style-type: none"> I can understand how meeting in a certain place could make me feel like I belong. I can explain what happens when Muslims pray alone or at the mosque. I can talk about how Muslims feel a sense of belonging when they are with other Muslims or when they pray on their own and say why this might be. | <ul style="list-style-type: none"> I can explain why I could do certain things at certain ages. I can tell you what I am most committed to in my life. I can talk about one of the ways Jews show commitment to God. I can talk about a way that Jews show commitment to God and say why this might be important. |



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| | Expert Evidence (Trips - at least one a year) | | Trips: Local CofE church | Trips: Local mosque | Trips: Local CofE church | | |
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| Y3 | Topic | Diwali (Festival of light) - Hinduism | Christmas (Nativity) - Christianity | Jesus' Miracles - Christianity | Easter (Resurrection) - Christianity | Sharing and Community - Sikhism | Pilgrimage to the River Ganges - Hinduism |
| | I can | 1) I can explore the main beliefs of Hinduism. 2) I can explore Hindu's place of worship. 3) I can explain the story of Rama and Sita. 4) I can explore Hindu symbols and their meanings. 5) I can explain how Diwali is celebrated. | 1) I can explain where Nazareth is and who Mary and Joseph were. 2) I can explain the journey Mary and Joseph went on. 3) I can retell the Nativity story. | 1) I can explain what a miracle is. 2) I can understand / reflect on the following miracles of Jesus: - Blind Man (John 9: 1-12) - Paralyse Man (Mark 2: 1-12) - Jesus walks on water (Matthew 14:22-23) | 1) I can retell the Easter Story. 2) I can explain the importance of Jesus' words at The Last Supper. 3) I can create a cross to symbolise Jesus' resurrection. 4) Stations of the cross? (Optional - Church trip) 5) I explain why eggs are given at Easter. | 1) I can explain the main beliefs in Sikhism. 2) I can explain what makes the Gurdwara a special place for Sikhs. 3) I can name and describe some special Sikh festivals. 4) I can explain what the Sikh holy book is and how it is used. 5) I can name and explain the meanings of Sikh symbols. 6) I can explain the importance of sharing for Sikhs. | 1) I can explain what a pilgrimage is. 2) I can explain the role of pilgrimage in Hinduism. 3) I can retell the story of the River Ganges. 4) I can explain why the River Ganges is important to Hindus. |



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| Skills (LKS2) | <ul style="list-style-type: none"> describe the key teachings and beliefs of a religion. begin to compare the main festivals of world religions. refer to religious figures and holy books. identify religious artefacts and how they are involved in daily practices and rituals. describe religious buildings and how they are used. explain religious ceremonies and rituals and their importance for people's lives and sense of belonging. begin to identify religious symbolism in different forms of art and communication. looking at holy texts and stories, explain meaning in a story. express their beliefs in different forms, with respect for others' beliefs and comparing beliefs. | | | | | |
| Key Vocab | Diwali Hindu Aum Diva lamp Rama & Sita Festival of lights Mandir Symbol | Christian Nativity Galilee Journey Jesus Mary Joseph Bethlehem | Christian Jesus Faith Bible Miracle Blind Man Paralysed Man | Easter Jesus Disciples Judas Last Supper Resurrection Bread Wine Cross | Sikh Guru Gurdwara Vaisakhi Rumala Langar | Hindu Pilgrimage River Ganges Mandir God |
| Sticky Knowledge | <ul style="list-style-type: none"> I can tell you three important actions I could take to support a group I belong to. I can discuss my understanding of my group's symbol. I can describe some of the ways Hindus celebrate Diwali and start to explain how I think Hindu children might feel at Diwali. I can start to say | <ul style="list-style-type: none"> I can explain what Christmas means to me and talk about whether this involves giving and receiving gifts. I can start to explain the Christian belief that Jesus was God in human form and why God gave him to the world. I can start to tell you what Christmas means to Christians | <ul style="list-style-type: none"> I can talk about some of the things in the world that people think of as miracles and begin to tell you about a miracle I would like to see happen today. I can explain one Christian viewpoint about one of Jesus' healing miracles. I can start to say whether I believe Jesus actually | <ul style="list-style-type: none"> I can suggest how a person may rescue/help others who are in difficult situations. I can start to tell you why Christians believe Jesus' death is important. I can start to reflect on whether I agree with Christian beliefs about Jesus' death. | <ul style="list-style-type: none"> I can discuss why it is important to share even though it is not always easy. I can describe some ways that Sikhs share and begin to explain why this is important to them because of their beliefs. I can begin to tell you if I think sharing is important or not to Sikhs. | <ul style="list-style-type: none"> I can explain why water is important. I can describe a Hindu ritual that happens at/in the River Ganges and explain why this is important and significant to the Hindus taking part in it. I can empathise with the special feelings a Hindu might experience when taking part in a ritual |



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| | | why Divali might bring a sense of belonging to Hindus. | and what it means to me. | healed people or not. | | | at the River Ganges. |
| | Expert Evidence (Trips - at least one a year) | Trips: Local mandir | Trips: Local CofE church | | Trips: Local CofE church | Trips: Local Gudwara | |
| Y4 | Topic | Buddha's teachings - Buddhism | Christmas - Christianity | Passover - Judaism | Easter - Christianity | The 8-fold path - Buddhism | Prayer and Worship - Christianity |
| | I can | <ol style="list-style-type: none"> 1) I can understand what Buddhism is and explore key symbols. 2) I can explain the main beliefs of Buddhism. 3) I can describe and explain the symbols of Buddhism. 4) I can explain if it is possible for everyone to be happy. 5) I can explain if it is possible for everyone to be happy. | <ol style="list-style-type: none"> 1) I can retell the Nativity story. 2) I can design a symbol to show the importance of Christmas. 3) I can describe one way a Christian may learn from a Christmas symbol. 4) I can describe my favourite part of the Nativity story and why. 5) I can explain an important part of the Nativity story for Christians. | <ol style="list-style-type: none"> 1) I can draw a meal that is special to me. 2) I can give examples of rules we follow. 3) I can describe some of the ways Jews do to show respect to God. 4) I can list the Kashrut / Kosher rules. 5) I can explain why it is important for Jews to do what God tells them to do. | <ol style="list-style-type: none"> 1) I can retell / role-play the Easter story. 2) I can explain what forgiveness is. 3) I can describe the feeling of forgiveness. 4) I can describe what a Christian can learn about forgiveness from a Biblical text. 5) I can understand how Christians believe God can help them show forgiveness. | <ol style="list-style-type: none"> 1) I can recap the meanings of Buddhist symbols. 2) I can explain the difference between 'bad' and 'good' choices. 3) I can explain what the 8-fold path is. 4) I can describe how the 8-fold path helps Buddhists live good lives. | <ol style="list-style-type: none"> 1) I can describe my special place and what it means to me. 2) I can explain the meanings of symbols of worship. 3) I can explain the importance of prayer and worship for Christians. 4) I can describe some of the ways Christians use churches for prayer and worship. |



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| Skills (LKS2) | <ul style="list-style-type: none"> describe the key teachings and beliefs of a religion. begin to compare the main festivals of world religions. refer to religious figures and holy books. identify religious artefacts and how they are involved in daily practices and rituals. describe religious buildings and how they are used. explain religious ceremonies and rituals and their importance for people's lives and sense of belonging. begin to identify religious symbolism in different forms of art and communication. looking at holy texts and stories, explain meaning in a story. express their beliefs in different forms, with respect for others' beliefs and comparing beliefs. | | | | | |
| Key Vocab | Buddhist Buddha Symbol Happiness Monk Mandala Dharma wheel Shrine Buddhism swastika | Christian Christmas Jesus Nativity Symbol Cross Fish Advent calendar | Jew / Jewish Meal Special Respect God Kosher Kashrut Passover | Easter Jesus God Bible Forgiveness Believe Good Friday Last Supper | Buddhist Buddha Symbol Choice Dharma wheel Buddhism swastika 8-fold path | Prayer Worship Church Christian Symbol Bread & wine Holy Communion |
| Sticky Knowledge | <ul style="list-style-type: none"> I can start to show an understanding of why people think it is difficult to be happy all the time. I can tell you some of the things Siddhattha did to try to be happy and explain why I think they didn't work for him. I can begin to show an understanding of what being happy means to Buddhists. | <ul style="list-style-type: none"> I can design a symbolic object to show the significance of Christmas or the Christmas holiday to me. I can describe one thing a Christian might learn about Jesus from a Christmas symbol. I can ask questions about what Christmas means to Christians and | <ul style="list-style-type: none"> I can discuss why I would choose to follow an instruction not to eat certain foods, who I would listen to and why. I can describe some of the things Jews do to show respect to God. I can start to identify how it would feel to keep Kashrut. | <ul style="list-style-type: none"> I can talk about what sort of help I might need to show forgiveness. I can describe what a Christian might learn about forgiveness from a Biblical text. I can show an understanding of how Christians believe God can help them show forgiveness. | <ul style="list-style-type: none"> I can describe one of my 'good' choices and the consequence of it. I can also explain the consequences of making a different choice. I can describe how aspects of the 8-fold path would help Buddhists know how to live good lives. I can start to tell you why some | <ul style="list-style-type: none"> I can explain some of the feelings my special place gives me and suggest why that is. I can describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism. I can start to understand the impact a Christian's |



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| | | | compare this with what it means to me. | | | aspects of the 8-fold path might be hard for some Buddhists to stick to. | special place has on him/her. |
| | Expert Evidence (Trips - at least one a year) | | Trips: Local CofE church | Trips: Local synagogue | Trips: Local CofE church | Trips: Local Buddhist temple | |
| Y5 | Topic | Prayer and Worship - Hinduism | Christmas - Christianity | Beliefs and moral values - Sikhism | Easter - Christianity | Beliefs and moral values - Hinduism | Beliefs and practices - Christianity |
| | I can | <ol style="list-style-type: none"> 1) I can use the right names for things that are special to Hindus. 2) I can explain the importance of prayer to Hindus. 3) I can explore Hindu's place of worship. 4) I can talk about one way Hindus show commitment to God. 5) I can explain the | <ol style="list-style-type: none"> 1) I can describe what Christmas means to me and to Christians. 2) I can explain the importance of love at Christmas time. 3) I can compare Christian and secular Christmas cards. 4) I can analyse the meaning of a popular Christmas carol. | <ol style="list-style-type: none"> 1) I can give an example of a story that teaches me a good lesson. 2) I can explain how some stories can teach people about what is important and how to behave. <p><i>'The Milk and the Jasmine Flower' Sikh story:</i></p> <ol style="list-style-type: none"> 3) I can explain the meaning of this story for Sikhs. | <ol style="list-style-type: none"> 1) I can consider the goals and purpose I would like for my life. 2) I can retell the Easter story. 3) I can list events in Holy week about Jesus' purpose. 4) I can ask questions about whether Jesus knew he was going to be crucified. 5) I can express my | <ol style="list-style-type: none"> 1) I can consider the outcomes of my actions. 2) I can express my feelings about life after death. 3) I can explain a Hindu belief relating to life after death. 4) I can compare Hindu and Christian beliefs about life after death. | <ol style="list-style-type: none"> 1) I can explain what a commitment is. 2) I can show an understanding of why people show commitment in different ways. 3) I can describe some ways Christians show commitment to God. 4) I can describe how different practices allow Christians to show commitment to |



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| | importance of Hindus showing their commitment to God. | 5) I can participate in a class debate about whether the true meaning of Christmas is lost. | 'Vaisakhi - Birth of the Khalsa' Sikh story: 4) I can explain the meaning of this story for Sikhs. | opinion about Jesus' crucifixion being his purpose. | 5) I can express my own views about Hindu beliefs. | God. |
| Skills (UKS2) | <ul style="list-style-type: none"> recognise and explain how some teachings and beliefs are shared between religions. explain how religious beliefs can shape the lives of individuals and contribute to society. explain practices and lifestyles associated with belonging to a faith. explain practices and lifestyles associated with belonging to a non-religious community. compare lifestyles of different faiths and give reasons why some people within the same faith choose to adopt different lifestyles. show an understanding of the role of a spiritual leader. explore religious symbolism in literature and the arts. explain some of the different ways individuals show their beliefs. share their opinion or express their own belief with respect and tolerance for others. | | | | | |
| Key Vocab | Hindu Prayer Special Worship Mandir Gods Commitment | Christmas Christianity Christian Jesus God Love Secular Traditional Carol | Lesson Sikh Beliefs Moral values Meaning | Goal Purpose Destiny Easter Jesus God Holy Week Crucifixion Resurrection | Outcome Consequence Action Life after death Karma Samsara Moksha Hindu Christian Beliefs | Commitment Christian God Beliefs Practices Prayer |
| Sticky Knowledge | <ul style="list-style-type: none"> I can show an understanding of why people show commitment in different ways. I can describe how | <ul style="list-style-type: none"> I can start to explain how 'true' could mean different things to different people, and how stories can | <ul style="list-style-type: none"> I can explain how some stories can teach people about what is important and how to behave. I can recognise | <ul style="list-style-type: none"> I can give an example of someone with a strong sense Of purpose for their life and give my opinions on this. | <ul style="list-style-type: none"> I can start to express my own views about life after death. I can compare Hindu and Christian | <ul style="list-style-type: none"> I can show an understanding of why people show commitment in different ways. I can describe how |



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| | | <p>different practices enable Hindus to show their commitment to God and understand that some of these will be more significant to some Hindus than others.</p> <ul style="list-style-type: none"> - I can express why I think Hindus might choose different ways to show commitment to God. | <p>be 'true' in different ways.</p> <ul style="list-style-type: none"> - I can start to explain the Christian belief that Jesus was the Incarnation of God. - I can start to express an opinion on whether the Christmas story is true and what this might mean to Christians. | <p>that stories can be an important way of expressing belief and meaning and can explain the relevance of a Sikh story.</p> <ul style="list-style-type: none"> - I can explain how some stories can teach Sikhs about what is important in life and relate this to non-Sikhs. | <ul style="list-style-type: none"> - I can start to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week. - I can start to express my opinion about Jesus' crucifixion being his destiny/purpose. | <p>beliefs relating to life after death and tell you how these make a difference to believers' lives.</p> <ul style="list-style-type: none"> - I can express my own views about Hindu beliefs and whether they make sense to me or not. | <p>different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others.</p> <ul style="list-style-type: none"> - I can explain why I think some ways of showing commitment to God would be better than others for Christians. |
| | Expert Evidence (Trips - at least one a year) | Trips: Local mandir | Trips: Local CofE church | | Trips: Local CofE church | | |
| Y6 | Topic | Humanism | Christmas - Christianity | Eternity | Easter - Christianity | Beliefs and Meaning - Christianity | Beliefs and Practices - Islam |
| | I can | <ol style="list-style-type: none"> 1) I can explore what a worldview is. 2) I can identify the key ideas of influential humanist thinkers. 3) I can explore the ideas of humanist thinkers. 4) I can create a poster explaining humanist beliefs to | <ol style="list-style-type: none"> 1) I can recall the key events in the Christmas story. 2) I can identify the qualities of being chosen for an important job. 3) I can explain the significance of why Mary was chosen as Jesus' mother. 4) I can explain why it | <ol style="list-style-type: none"> 1) I can analyse the definition of eternity. 2) I can investigate popular concepts of immortality. 3) I can examine religious ideas about Heaven. 4) I can understand the concepts of reincarnation and | <ol style="list-style-type: none"> 1) I can recall key events in Holy Week and begin to question them. 2) I can explain the effect people's influences have had on me on what I see as important. 3) I can explain how I would like to be a positive influence | <ol style="list-style-type: none"> 1) I can show an understanding of the concept of eternity. 2) I can describe what a Christian may learn about life after death from the Bible. 3) I can ask important questions about eternity. | <ol style="list-style-type: none"> 1) I can understand what it means to make a commitment; understand what commitment is. 2) I can explain what the five pillars of Islam are. 3) I can understand why Muslims give to charity. 4) I can understand why |



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| | <p>others.</p> <p>5) I can create a symbol representing a value.</p> <p>6) I can consider scenarios and how humanists might respond.</p> | <p>is significant to Christians that Mary was Jesus' mother.</p> | <p>emancipation from life.</p> <p>5) I can explore humanist ideas of eternity.</p> <p>6) I can compare and contrast ideas about eternity.</p> | <p>on others.</p> <p>4) I can describe one way that Christianity is a strong religion today.</p> <p>5) I can consider whether Christianity is a strong religion now.</p> | <p>4) I can make links between different Christian beliefs on whether anything is eternal.</p> <p>5) I can reflect on my own beliefs about whether anything is eternal.</p> | <p>and how Muslims celebrate Ramadan.</p> <p>5) I can evaluate how Muslims show commitment to God.</p> <p>6) I can reflect on my own commitments.</p> |
| Skills (UKS2) | <ul style="list-style-type: none"> recognise and explain how some teachings and beliefs are shared between religions. explain how religious beliefs can shape the lives of individuals and contribute to society. explain practices and lifestyles associated with belonging to a faith. explain practices and lifestyles associated with belonging to a non-religious community. compare lifestyles of different faiths and give reasons why some people within the same faith choose to adopt different lifestyles. show an understanding of the role of a spiritual leader. explore religious symbolism in literature and the arts. explain some of the different ways individuals show their beliefs. share their opinion or express their own belief with respect and tolerance for others. | | | | | |
| Key Vocab | <p>Humanist</p> <p>Humanism</p> <p>Worldview</p> <p>Influential</p> <p>Beliefs</p> <p>Symbol</p> | <p>Christmas</p> <p>Nativity</p> <p>Jesus</p> <p>God</p> <p>Mary</p> <p>Qualities</p> | <p>Eternity</p> <p>Immortality</p> <p>Heaven</p> <p>Reincarnation</p> <p>Emancipation</p> <p>Humanist</p> | <p>Easter</p> <p>Holy Week</p> <p>Jesus</p> <p>Influence</p> <p>Positive</p> <p>Christianity</p> <p>Religion</p> | <p>Eternity</p> <p>Eternal</p> <p>Christian</p> <p>Life after death</p> <p>Bible</p> <p>Beliefs</p> <p>Meaning</p> | <p>Commitment</p> <p>Five pillars</p> <p>Islam</p> <p>Muslim</p> <p>Charity</p> <p>Ramadan</p> <p>Allah (God)</p> |
| Sticky Knowledge | <ul style="list-style-type: none"> I can explain an alternative worldview I can explain that humanists act to give their own lives | <ul style="list-style-type: none"> I can explain the qualities needed in different people because of the important jobs they are chosen to do. | <ul style="list-style-type: none"> I can express the feelings I have when I think about situations or things I would like to last forever. | <ul style="list-style-type: none"> I can explain how the influence people have had on me has affected what I see as important. I can explain how | <ul style="list-style-type: none"> I can give examples of times my choices have been influenced and may have changed when I considered the | <ul style="list-style-type: none"> I can give examples of times when I misinterpreted something. I can explain two different Muslim |



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| | | <p>meaning by seeking happiness in this life</p> <ul style="list-style-type: none"> - I can give an example of how humanists might react to certain situations. | <ul style="list-style-type: none"> - I can make links between the Virgin Birth and Christian beliefs about Jesus (Incarnation). - I can start to consider my own response to the Christian belief in the Virgin birth, showing respect to Christian views. | <ul style="list-style-type: none"> - I can make links between different Christian beliefs and their views on whether anything is ever eternal. - I can reflect on my own beliefs about whether anything is eternal. | <p>one of the reasons people use to suggest that Christianity is a strong religion today can be counteracted.</p> <ul style="list-style-type: none"> - I can give my opinion as to whether Christianity is a strong religion now and say why I think this. | <p>consequences that might follow.</p> <ul style="list-style-type: none"> - I can explain how believing in Akhirah influences Muslims to do their best to lead good lives. - I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims. | <p>interpretations of Jihad.</p> <ul style="list-style-type: none"> - I can recognise what motivates me or influences me to lead a good life and compare it with what motivates and influences Muslims. |
| | Expert Knowledge (Trips - at least one a year) | | Trips: Local CofE church | | Trips: Local CofE church | | Trips: Local mosque |