

North Thoresby & Utterby Primary Academies Religious Education Long Term Plan 2024-26

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
EYFS	<u>Unit 1</u> Why is the word God so important to Christians? CREATION/GOD Christianity In this unit, pupils are introduced to some key beliefs within Christianity such as creation, stewardship and God.	<u>Unit 2</u> Why do Christians perform Nativity plays at Christmas? (Why is Christmas special for Christians?) INCARNATION Christianity In this unit, the children will build on their understanding of Christianity and learn the key events from, and beliefs linked to, the Christian Christmas story and will understand that some stories change over time and that it is important for believers to return to and study the original text.	<u>Unit 3</u> Being special: where do we belong? THEMATIC This unit of learning focuses on Christianity, Hindu Dharma and Islam. The children will develop their personal knowledge by reflecting upon the things that are special to them and why they value these things. The children will learn about key religious symbols for Christians, Muslims and Hindus. The children will also find out about the welcoming ceremonies that many Muslims and Christians have for a new baby and how Hindu brothers and sisters might show their love and respect for each other at Raksha Bandhan.	<u>Unit 4</u> Why do Christians put a cross on their Easter Garden? (Why is Easter special to Christians?) SALVATION Christianity In this unit, pupils further develop their understanding of Christianity from units 1 and 2 by finding out about the key events in the Christian Salvation story (from Palm Sunday until Easter Day). They will build on their exploration of signs and symbols from unit 3 by exploring signs and symbols linked to the celebration of Easter and be able to talk about why these are important for believers.	<u>Unit 5</u> Which places are special and why? THEMATIC This unit builds on learning about Muslims and Christians and focuses on special places. Pupils develop their personal knowledge by reflecting upon places that are special in their own lives and find out about places that are holy and important for many Christians and Muslims.	<u>Unit 6</u> Which stories are special and why? THEMATIC In this unit, pupils further develop their personal knowledge by considering the stories that are special to them, giving reasons for why they are special. They will encounter stories from different religious worldviews and find out about why these might be special to a believer.

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KS1 Cycle A	Unit 7 Who do Christians say made the world? CREATION Christianity In this unit, pupils will learn about the Christian creation story and begin to understand that some Christians believe different things about creation. They will link this with Christian concept of stewardship.	Unit 8 Why does Christmas matter to Christians INCARNATION Christianity In this unit pupils will build on their own personal knowledge and will find out about how Christmas is celebrated today-considering which traditions are secular and which are religious.	Unit 9 Who is Jewish and how do they live? GOD TORAH GOD'S PEOPLE Judaism Within this unit, pupils will learn about Jewish worldviews and ways of life, the Torah and key celebrations for Jewish people.	Unit 10 What do Christians believe God is like? GOD Christianity Within this unit, pupils will build on their knowledge of Christianity from unit 7 and explore some key parables and stories from the bible that help Christians to learn about the nature of God.	Unit 11 What does it mean to belong to a faith community? THEMATIC In this unit, the pupils will focus on what it means to belong to a faith community. They will revisit knowledge from prior units about Christians and Jewish people, considering how members of these communities show that they belong.	Unit 12 How should we care for the world and for others, and why does it matter? THEMATIC In this unit, pupils will build on what they know about key texts and practices from Christianity and Judaism. Pupils will revise their knowledge of Genesis 1 and what this account of creation tells Christians and Jews about caring for the world.
KS1 Cycle B	Unit 13 What is the good news Christians believe Jesus brings? GOSPEL Christianity	Unit 14 What is the good news Christians believe Jesus brings? GOSPEL Christianity	Unit 15 Who is a Muslim and how do they live? (part 1) GOD TAWID IBADAH Islam In this unit, pupils will find out about Islam, key beliefs, and ways of living for Muslims. Pupils will learn about some of the key Muslim beliefs about God, the teachings of the Prophet, the 5 pillars of Islam and the importance of prayer. This is a unit in 2 parts	Unit 16 Why does Easter matter to Christians? SALVATION Christianity In this unit, pupils will build on prior learning in unit 13 and 14 and explore the concepts of God, Incarnation, Gospel and Salvation through learning about Holy week. Pupils will learn about how Christians show their beliefs within celebrations and worship in church at Easter and will consider what the story of Easter means for Christians today.	Unit 17 Who is a Muslim and how do they live? (part 2) GOD TAWID IBADAH Islam In this unit, pupils will find out about Islam, key beliefs, and ways of living for Muslims. Pupils will learn about some of the key Muslim beliefs about God, the teachings of the Prophet, the 5 pillars of Islam and the importance of prayer. This is a unit in 2 parts	Unit 18 What makes some places special to believers? THEMATIC Within this unit, pupils will find out about various places of worship and why they are important to many believers. They will build on prior learning about Islam and Christianity and focus on the key features of churches, mosques and synagogues how they support their local communities in practical ways.

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LKS2 Cycle A	<u>Unit 19</u> What is it like for someone to follow God? PEOPLE OF GOD Christianity In this unit, pupils build on their knowledge of the New Testament of the Bible and learn about the Old Testament people of God and how they lived their lives. Pupils will spend time looking at several texts that share stories from the Old Testament people of God in detail. They will consider the importance of returning to the original text for meaning rather than learning the story from videos or children's books	<u>Unit 20</u> What is the Trinity and why is it important for Christians INCARNATION/GOD Christianity In this unit, pupils build on their understanding of the significance of Jesus and God to Christians by exploring what the Trinity is.	<u>Unit 21</u> How do festivals and worship show what matters to a Muslim? IBADAH Islam In this unit, pupils build on work in KS1 on how Muslims live their lives by identifying some beliefs about God in Islam, expressed in Surah 1. They will also make clear links between beliefs about God and ibadah (worship) and how this links to prayer, fasting, celebrating and the intention to live out the five pillars of Islam.	<u>Unit 22</u> How do festivals and family life show what matters to Jewish people? GOD/TORAH/GODS PEOPLE Judaism Within this unit, pupils will build on their knowledge about Jewish worldviews and way of life from KS1. They will recap work on Shabbat and deepen it by considering how different Jews today mark it. They will explore Shabbat, Rosh Hashanah, Yom Kippur, and Pesach to build up their understanding of festivals and ideas of forgiveness, remembering, and freedom.	<u>Unit 23</u> What do Christians learn from the creation story? CREATION/FALL This unit focuses on the stories of Creation and the Fall as two parts of the 'Big Story' of the Bible. Pupils build on work done in KS1 on creation and explore key messages within it for many Christians.	<u>Unit 24</u> How and why do people try to make the world a better place? THEMATIC In this unit, pupils will build on what they know already about Jewish, Christian, Muslim, and non-religious world views. They will consider what motivates people from these worldviews to care for the world, basing their knowledge on scripture and religious teachings.
LKS2 Cycle B	<u>Unit 25</u> What kind of world did Jesus want? GOSPEL Christianity In this unit, pupils will build on work done in KS1 about the concept of 'Gospel' which tells the story of the life and teaching of Jesus. They will learn about the calling of the first disciples and how Christians today try to follow Jesus.	<u>Unit 26</u> For Christians when Jesus left, what was the impact of Pentecost? KINGDON OF GOD Christianity In this unit, pupils will build on their understanding of their Easter story from KS1 and find out about the events of Pentecost found in the Bible, considering what it might have meant for the first Christians and what they mean for Christians today..	<u>Unit 27</u> What do Hindus believe God is like? HINDU DHARMA ATMAN Hinduism This unit introduces Hindu Dharma to pupils, exploring how Hindus might see the world. They look at the concepts of Brahman and use some stories, examine some Hindu texts and consider how deities	<u>Unit 28</u> Why do Christians call the day that Jesus died 'Good Friday'? SALVATION Christianity Within this unit, pupils build on prior knowledge from KS1 and learn about how the Christian Salvation story fits into the big story of the Bible. They will begin to make links between some of these events and life in the	<u>Unit 29</u> What does it mean to be a Hindu in modern Britain today? HINDU DHARMA Islam This unit develops and extends the learning from Unit 27 and builds on their understanding of Brahman and look at lived reality through examining Puja at home, worship in the mandir and the festival of Diwali. Pupils will reflect on the idea of dharma which will sow seeds for	<u>Unit 30</u> How and why do people mark the significant events of life? THEMATIC In this unit, pupils will learn about the beliefs of people from different worldviews surrounding commitment and promises. They will discuss the meaning and importance of ceremonies of commitment for religious and non-religious people.

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			exemplify qualities of Brahman.	world today, suggesting why some Christians live their lives in the way that they do.	examining this concept in more depth in Upper Key Stage 2.	
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UKS2 Cycle A	Unit 31 What does it mean if Christians believe God is Holy and loving? GOD Christianity In this unit, pupils will learn about what Christians believe God is like, exploring key texts from the Bible, using ways of knowing that theologians use. Pupils will link their learning in this topic to other concepts studied in KS1 and LKS2 to suggest why Christians believe that God is forgiving and loving.	Unit 32 What does it mean to be a Muslim in Britain today? IBADAH/TAWID Islam In this unit, pupils extend their learning about Muslim beliefs about God, the Prophet and the Holy Qur'an and find out about Muslim sources of authority and how they guide daily living for believers. Pupils will also spend time finding out about the lived experience of Muslims in Britain today.	Unit 33 Why is the Torah so important to Jewish people>? TORAH/GOD Judaism In this unit, pupils will build on their learning about the Jewish worldview and way of life. They will build on their understanding that Jews are a diverse group of people by investigating Census data and reflecting on the different cultural heritages of British Jews.	Unit 34 Creation and science, conflicting or complimentary? CREATION/FALL Christianity In this unit, pupils will build on what they have previously learn about the importance of creation within the 'Big Story' of the Bible for Christians. They will study Genesis 1 and find out about how different Christians may interpret this text in different ways and explore whether it is conflicting or complementary with what science says	Unit 35 How can following God bring freedom and justice? PEOPLE OF GOD Christianity In this unit, pupils will find out about the story of the Exodus, make clear connections between Bible texts studied and what Christians believe about how God can help during difficult times and how they should behave. Pupils will investigate the ten commandments, considering why the People of God were given these and what they mean for believers today.	Unit 36 What matters most to Humanists and Christians? THEMATIC In this unit, pupils will think carefully about actions, sources of authority, values, religious and non religious worldviews. They will make links with sources of authority that tell people how to be good and explore the similarities and differences between Christian and Humanist ideas about being good and how people live.
UKS2 Cycle B	Unit 37 Christians and how to live: what would Jesus do? GOSPEL Christianity In this unit pupils will build on work done in LKS2 and learn about the four gospels, noting some of the similarities and differences between them. They will learn about the context of the gospels spend time discussing how Christian	Unit 38 Why do Christians believe that Jesus was the Messiah? INCARNATION Christianity In this unit, pupils will build on work done in LKS2 on the Trinity and learn about the concept of 'incarnation'. They will study key texts that recount the story of Jesus' birth and the links Christians make to Old Testament prophecies. consider the idea of Jesus fulfilling the expectations of the Messiah, within Christian tradition.	Unit 39 What do Hindus want to be good? HINDU DHARMA ATMAN KARMA MOKSHA Hinduism Within this unit, pupils will build on their learning about the Hindu worldview and way of life. They will build on their understanding of dharma, investigate the key concepts of Karma, Dharma	Unit 40 What difference does the resurrection make to Christians? SALVATION Christianity In this unit, pupils will continue to study the 'big story' of the Bible, explaining the place of incarnation and salvation. Through studying accounts of Jesus' death and resurrection and comparing their thoughts with the	Unit 41 For Christians, what kind of king is Jesus? KINGDOM OF GOD Islam In this unit, pupils will build on work done in LKS2 on Pentecost and find out about parables and how most Christians believe that they explain what the Kingdom of God is like. Pupils will learn about different ways that	Unit 42 Why do some people believe in God and some not? How does faith help people when life gets hard? THEMATIC Within this unit, pupils will build on their understanding of the idea of God from some of the systematic units previously studied. They will put this in the context of both global and local beliefs and examine the rising number of people who identify as 'no religion' and learn to use the terms

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	communities today act and how this is based on Jesus' teachings.		and samsara and how this might affect how a Hindu chooses to live their life using the example of two charities.	different ways that Christians may interpret these texts. They will explore how Christians put their beliefs into practice in different ways..	Christians may interpret these texts, exploring how believers put their beliefs into practice in a variety of ways, including through worship and service to the community.	atheist, agnostic and theist with confidence. They will examine the idea of God using a psychological and theological lens, before offering reasons for why people may choose not to believe or to believe in God.
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