




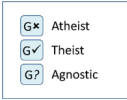


KS2 Long Term RE Planning 2023/24 (Rotation 3)

2023-24	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit Question	 <p><u>What does it mean if God is Holy and Loving? (UC 2b.1)</u></p>	 <p><u>What is the Trinity? (UC 2a.3)</u></p>	 <p><u>Why is the Torah so important to Jewish people? (WAS)</u></p>	 <p><u>What does it mean to be a Muslim in Britain today? (WAS)</u></p>	 <p><u>What would Jesus do? (UC 2b.5)</u></p>	 <p><u>Why do some people believe in God and some people not? (WAS)</u></p>
Learning Outcomes	<p>Identify some different types of biblical texts, using technical terms accurately.</p> <p>Explain connections between biblical texts and Christian ideas of God, using theological terms.</p> <p>Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed.</p> <p>Show how Christians put their beliefs into practice in worship.</p> <p>Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.</p>	<p>Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter.</p> <p>Offer suggestions about what texts about baptism and Trinity might mean.</p> <p>Give examples of what these texts mean to some Christians today.</p> <p>Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.</p> <p>Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.</p>	<p>Make sense of belief:</p> <p>Identify and explain Jewish beliefs about God</p> <p>Give examples of some texts that say what God is like and explain how Jewish people interpret them</p> <p>Understand the impact:</p> <p>Make clear connections between Jewish beliefs about the Torah and how Jews use and treat it</p> <p>Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws)</p> <p>Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice)</p> <p>Make connections:</p> <p>Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today</p> <p>Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish.</p>	<p>Make sense of belief:</p> <p>Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. Tawhid; Muhammad as the Messenger, Qur'an as the message)</p> <p>Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet)</p> <p>Understand the impact:</p> <p>Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art)</p> <p>Give evidence and examples to show how Muslims put their beliefs into practice in different ways</p> <p>Make connections:</p> <p>Make connections between Muslim beliefs studied and Muslim ways of living in Britain/your region today</p> <p>Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims</p> <p>Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.</p>	<p>Identify features of Gospel texts (for example, teachings, parable, narrative).</p> <p>Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.</p> <p>Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.</p> <p>Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.</p>	<p>Make sense of belief:</p> <p>Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs</p> <p>Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from</p> <p>Give examples of reasons why people do or do not believe in God</p> <p>Understand the impact:</p> <p>Make clear connections between what people believe about God and the impact of this belief on how they live</p> <p>Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis)</p> <p>Make connections:</p> <p>Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging</p> <p>Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not</p> <p>Make connections between belief and behaviour in their own lives, in the light of their learning.</p>

Sequence of learning	<p>'Everyone has a worldview', what does this mean?</p> <p>What do we already know about God and how would we describe 'God'?</p> <p>What key words may Christians use to describe God and why? (WV lens)</p> <p>How would a theologian explain what God is like? (using texts and people from the bible).</p> <p>What do the features of a church/cathedral teach us about God?</p> <p>Why is God described as being 'Holy' and 'Loving'? Can we use this as guidance in our everyday lives?</p> <p>How are Humanists guided in life?</p> <p>Can we create a piece of art to reflect all we have learned about God and Christian beliefs about</p>	<p>What do we already know about The Trinity?</p> <p>What is water used for and what does it symbolise?</p> <p>What does the Gospel of Matthew teach us about the Trinity? (Role of a Theologian).</p> <p>Which artwork best represents the Trinity and why?</p> <p>What is the difference between infant and adult baptisms?</p> <p>How would we describe the Trinity? (through poetry).</p> <p>Where does The Trinity fit within the Big Story of the Bible?</p> <p>What links can we make between Incarnation and the Trinity?</p>	<p>What different types of Jewish communities are there?</p> <p>What do Jews believe about God and how do they learn about God through prayer?</p> <p>What is the Torah and how is it treated?</p> <p>What rules and laws do Jews try to live by?</p> <p>How do Jewish people worship in the Synagogue?</p>	<p>What do we already know about Islam?</p> <p>What Muslim communities are in our area and the UK?</p> <p>What helps Muslims through the journey of life?</p> <p>Why is Zakat/charity important to Muslims?</p> <p>How is charity important to you?</p> <p>Why do Muslims want to go on pilgrimage?</p> <p>Where do Muslims get guidance for living?</p>	<p>Where does Gospel fit within the 'Big Story of the Bible'?</p> <p>What do we learn from the Gospel texts?</p> <p>What does the story of The Wise and Foolish Builders from Matthew 7:24-27 teach Christians? (Theologian)</p> <p>What are the 15 sayings from the Sermon on the Mount and what do they mean? (Theologian)</p> <p>How do Christians show 'Good News' through prayer?</p> <p>How can Christians follow Jesus' ministry (service) as a 'healer'?</p> <p>How can Christians use the teachings of Jesus to show generosity?</p> <p>What have we learned about 'What would Jesus do'?</p>	<p>What do we already know about believers and non-believers?</p> <p>Who are atheists, theists and agnostics and what do they believe?</p> <p>How is God described in the Bible?</p> <p>Why do some people believe in God and some people not?</p> <p>What do people say about science and believing in God?</p> <p>How does believing in God influence how people think and live?</p>
Key Vocab	<p>Worldview</p> <p>Old Testament</p> <p>New Testament</p> <p>Genesis</p> <p>God</p> <p>Prophet</p> <p>Holy</p> <p>Loving</p> <p>Cathedral</p> <p>Crucifix</p> <p>Altar</p> <p>Humanist</p> <p>Omnipotent</p> <p>Omniscient</p> <p>Eternal</p> <p>Spirit</p> <p>Theologian</p> <p>Philosopher</p>	<p>Trinity</p> <p>Jesus</p> <p>Holy Spirit</p> <p>Baptism</p> <p>The font</p> <p>Holy water</p> <p>Gospels</p> <p>Theologian</p> <p>Philosopher</p> <p>Sociologist</p>	<p>Progressive</p> <p>Orthodox</p> <p>Hashem</p> <p>G-d</p> <p>Yom Kippur</p> <p>Shema</p> <p>Mezuzah</p> <p>Tefillin</p> <p>Adon olam</p> <p>Sefer Torah</p> <p>Siddur</p> <p>Old Testament</p> <p>Kosher</p> <p>Trefah</p> <p>Tenakh</p> <p>Shabbat</p> <p>Synagogue</p> <p>Rabbi</p> <p>Theologian</p> <p>Philosopher</p>	<p>Islam</p> <p>Muslim</p> <p>Sunni</p> <p>Shi'a</p> <p>Qur'an</p> <p>Mosque</p> <p>Arabic</p> <p>5 pillars of Islam</p> <p>Shahadah</p> <p>Salah/Salat</p> <p>Zakat</p> <p>Sawm</p> <p>Haji</p> <p>Mecca</p> <p>Ibadah</p> <p>Imam</p> <p>Wudu</p>	<p>Gospel</p> <p>Ministry</p> <p>Good News</p> <p>The Beatitudes</p> <p>Preach</p> <p>Sermon</p> <p>Disciples</p> <p>Praise</p> <p>Confession</p> <p>Thanksgiving</p> <p>Leprosy</p> <p>Humanity</p> <p>Generosity</p> <p>Miracle</p> <p>Theologian</p> <p>Philosopher</p> <p>Sociologist</p>	<p>God</p> <p>Atheist</p> <p>Theist</p> <p>Agnostic</p> <p>Humanist</p> <p>Worldview</p> <p>Theologian</p> <p>Philosopher</p> <p>Sociologist</p>