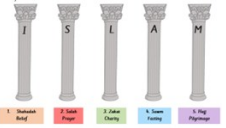


KS2 Long Term RE Planning 2028—29 (Rotation 2)

28-29	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	  <u>What do Christians learn from the Creation Story? (UC 2a.1)</u>	 <u>What does it mean to be a Muslim in Britain today? (WAS)</u>	 <u>What is it like to follow God? (UC)</u>	 <u>How do festivals and family life show what matters to Jewish people? (WAS)</u>	 <u>What kind of world did Jesus want? (UC)</u>	 <u>How and why do religious and non-religious people try to make the world a better place? (WAS)</u>
Learning Outcomes	Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'. Make clear links between Genesis 1 and what Christians believe about God and Creation. Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.) Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.	Make sense of belief: 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) 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) Understand the impact: Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art) Give evidence and examples to show how Muslims put their beliefs into practice in different ways Make connections: Make connections between Muslim beliefs studied and Muslim ways of living in Britain/your region today 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 Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.	Make clear links between the story of Noah and the idea of covenant. Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony. Make links between the story of Noah and how we live in school and the wider world.	Make sense of belief: Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean. Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people Offer informed suggestions about the meaning of the Exodus story for Jews today. Understand the impact: Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities Make connections: Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future. Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas.	Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus. Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. Offer suggestions about what Jesus' actions towards the leper might mean for a Christian. Make simple links between Bible texts and the concept of 'Gospel' (good news). Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching. Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly.	Make sense of belief: Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin). Make links between religious beliefs and teachings and why people try to live and make the world a better place. Understand the impact: Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek) Describe some examples of how people try to live (e.g. individuals and organisations) Identify some differences in how people put their beliefs into action Make connections: Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better Make links between some commands for living from religious traditions, nonreligious worldviews and pupils' own ideas Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views.

Sequence of learning	What do we love about nature and how does it make us feel? Can we retell the key events in the Creation Story? (Genesis 1:1-25) Where does Creation and The Fall fit within the Big Story of the bible? How might Christians describe God? How does the Bible guide Christians through life? What instructions does God give to humans for treating the Earth as God's good creation? (HARVEST LINK) How can we be 'stewards' or 'caretakers' of the world? (LINK TO LOOKING AFTER THE ENVIRONMENT – GRETA THUNBERG). What do Christians learn from the Creation Story?	What do we already know about Islam? What Muslim communities are in our area and the UK? What helps Muslims through the journey of life? Why is Zakat/charity important to Muslims? How is charity important to you? Why do Muslims want to go on pilgrimage? Where do Muslims get guidance for living?	What do we already know about the bible and its structure? How do we locate stories and information in the bible? What are the main events in the story of Noah's Ark? How would we describe Noah from the story? What was God's covenant with Noah? Can we link the promises Noah made, to our own promises to make the world a better place? What promises are made during a Christian wedding ceremony? Can we make connections to the promises Noah made to God?	What do we already know about Judaism? Why do Jewish people celebrate Rosh Hashanah and Yom Kippur? Why is Pesach important for Jewish people? What happens during Purim? What do Jewish families celebrate every week? What questions would we like to ask when we visit the synagogue? What is found in the synagogue and how is Shabbat celebrated in the synagogue? (synagogue visit) What did we find out about Jewish worship, festivals and family life, following our trip to the synagogue?	What does Gospel mean and where does it fit within the Big Story of the Bible? What happened in The Calling of the First Disciples (Matthew 4:18 –19) and what does it teach us about Jesus? How are Christians today, trying to make the kind of world that Jesus wanted? (sociology) What is the role of a church leader and how do they follow Jesus? What kind of world would we like to live in? (sociology) Can we make links between the teaching of Jesus and the world Christians wish to live in today?	What do we believe is wrong with the world? What is the 'Golden Rule' and how can it help people make the world a better place? What is the Jewish teaching of Tikkun Olam and what do they believe about 'repairing the world'? Which inspirational Christians tried to make the world a better place? How do Muslims try to make the world a better place? How do non-religious people try to make the world a better place? How can we each make the world a better place?
Key Vocab	Christian, God Creator, Creation Bible, Church Harvest Festival, Pray Minister, Steward/ Caretaker Greta Thunberg	Islam Muslim Sunni Shi'a Qur'an Mosque Arabic 5 pillars of Islam Shahadah Salah/Salat Zakat Sawm Haji Mecca Ibadah Imam Wudu	Old Testament New Testament Genesis God Noah Obey Covenant Promise/vow Wedding Theologian Philosopher	Synagogue Rosh Hashanah Yom Kippur Pesach Seder plate Shabbat Tanakah Challah bread Torah Kosher Star of David Theologian Philosopher Sociologist	Gospel Disciples Parable Leper Minister 'Fishers of people' Clergy Keith Hebden Theologian Philosopher Sociologist	Christians Jewish people Muslims Humanists Golden Rule Tikkun Olam Courageous advocacy Zakah/Zakat World-changer Theologian Philosopher Sociologist