

Hopton CEVC Primary School - KS2 Long Term Plan for Religious Education (Beliefs and Reflections)

Religion and the Individual What is expected of a believer following a religion and the impact of belief on people's lives.			Symbols and Religious Expression How religious and spiritual ideas are expressed.	Beliefs in Action How religions respond to global issues and the importance of the environment	Revisiting possibly through Beliefs in Action	Year A Years 3 and 4
Christianity	Islam	Hinduism	Christianity	Christianity	Judaism	
<i>How reconciling with God + others is important.</i>	<i>How Muslims show submission + obedience to A.</i>	<i>Why do Hindus want to collect good karma?</i>	<i>Why is the cross more than a symbol of sacrifice?</i>	<i>What do Christians mean when talk about the Kingdom of God?</i>	<i>What symbols + stories help the Jews remember their covenant with God?</i>	
Inspirational People Why some figures, e.g. founders, leaders and teachers, inspire religious believers.			Encountering possibly through inspirational people	Religion, Family and Community How religious families and communities practise their faith and the contributions this makes to local life.	Encountering possibly through Religion, Family and Community	Year B Years 3 and 4
Christianity	Islam	Hinduism	Sikhism	Christianity	Sikhism	
<i>Christian belief Jesus is a saviour</i>	<i>Muhammad the 'Seal of Prophets'</i>	<i>Rama and Sita as inspiration/dharma</i>	<i>How guru teaching moves Sikhs from dark to light</i>	<i>Why do Christians believe they are on a mission</i>	<i>How do Sikhs put beliefs of equality into practice?</i>	
Teachings and Authority What sacred texts and other sources say about God, the world and human life.			Encountering possibly through Teachings & Authority	Worship, Pilgrimage and Sacred Places Where, how and why people worship, including the importance of some particular religious sites.	Encountering possibly through Teachings & Authority	Year A Years 5 and 6
Christianity	Islam	Hinduism	Judaism	Christianity	Humanism	
<i>Why is the gospel good news for Cs?</i>	<i>What the Qur'an reveals about A.</i>	<i>Spiritual Pathways; Masha in scripture</i>	<i>What is holiness for Jewish people?</i>	<i>What is the significance of the Eucharist for Christians?</i>	<i>Why do Humanists say happiness is their goal?</i>	
Beliefs and Questions What key beliefs people hold about God, the world and humans.			Encountering possibly through Beliefs and Questions	Journey of Life and Death Why some occasions are sacred to believers and what people think about life after death.	Encountering possibly through Journey of Life and Death	Year B Years 5 and 6
Christianity	Islam	Hinduism	Buddhism	Christianity	Buddhism	
<i>God incarnate; how Christians show their belief</i>	<i>How does tawhid create a sense of belonging?</i>	<i>The influence of questions about Brahman/atman</i>	<i>How did Buddha teach his followers to find enlightenment?</i>	<i>Should Christian beliefs in the resurrection change their view on life and death?</i>	<i>How does the Triple Refuge help Buddhists in their journey through life?</i>	

45 hours per year at KS2. New in 2012: Framework cycle for **enquiry:** Engage – enquire- explore – evaluate – express - engage ... (updated 19.02.17)

4 key attitudes: Self-awareness, open-mindedness, respect for all, appreciation and wonder. Full syllabus www.suffolklearning.co.uk

AT1: Learning about religion **and belief** **AT2:** Learning from religion **and belief** . **Christianity focus is enriched** by whole school or KS2 theme days at Christmas and/or Easter, share mornings with parents, and whole school topics as appropriate. The **Emmanuel Units for all KS2 are now incorporated.**