



Thomas Harding Junior School

Religious Education Long Term Planning



Autumn term

Unit	End of unit question (double page spread)	Learning Questions	Extension questions for more able learners – written responses. <i>Pupils' should provide good reasons for the views they have and the connections they make.</i>
Place of worship (Year 3)	Why are places of worship important to the community?	1. Can I describe the types of building a community needs to have and why? 2. Can I describe how religious buildings meet their purpose? 3. Can I describe the features and of a mosque and how they reflect beliefs? 4. Can I describe the features and of a churches and how they reflect beliefs? 5. Can I describe why places of worship are special to the community? 6. Can I describe how places of worship help to express the beliefs and values of believers? (DPS)	• Why do communities need religious buildings? • How do Religious buildings adapt to reflect the communities that they serve? • Is prayer more powerful from a religious building?
The Natural World (Year 4)	What responsibilities do we have towards the natural world and why?	1. Can I clearly discuss my thoughts and opinions about the universe? 2. Can I retell how Christians believe that the world was created? 3. Can I retell how Muslims believe that the world was created? 4. Can I retell how Hindus believe that the world was created? 5. Can I retell the scientific account of creation? 6. Can I describe my responsibilities towards the natural world? (DPS)	• Are there more similarities or differences in the different creation stories? • Do animals have souls? (What do the different religions say?) • If animals do not have a soul, does it matter how we treat them?
Religious Symbolism (Year 5)	How do religions use light to express their beliefs about god?	1. Can I fully express what is most important to me? 2. Can I describe the origins and meanings of different symbols in religion? (Including Symbolism in Humanism- Can I understand the symbolism behind the Happy Human symbol?) 3. Can I express what the symbols of light and dark mean in our everyday lives? 4. Can I describe how and why Hindu people use light as a symbol when they celebrate Diwali? 5. Can I describe how and why Jewish people celebrate the festival of Hanukkah? What part do candles play in the festivities? 6. Can I describe how and why Christians use light as a symbol? 7. Can I describe how religions use light to express their beliefs about god? (DPS)	• How do symbols help worshippers to express their beliefs, feelings and attitudes? • Do symbols mean the same thing to everyone? • Why are symbols so important in religion? • How do symbols influence us?
Worship (Year 6)	Is there any point to worship?	1. Can I describe what is important to me and how I express this? 2. Can I explain why my feelings and the feelings of others are important? 3. Can I explain what Humanism is and the main beliefs of Humanism? 4. Can I explain how Christians worship? 5. Can I explain how Muslims worship? 6. Can I explain how Hindu's worship?	• Do humans have an inbuilt need to worship? Can you give examples to back up your opinion with evidence? • How does worship manifest in non-religious communities?

		7. Can I express what I believe about what it means to be a person? 8. Can I describe how different religions worship and the importance of their worshipping (DPS)	
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Spring term

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Religion In The Community (Year 3)	What holds a community together?	- Can I explain what a community is? - Can I describe why being part of a community is important? - Can I describe what holds a community together? - Can I explain what it would be like if we all believed the same things and lived the same way? - Can I describe the diversity in our community? - Can I describe what holds a community together? (DPS)	- Does diversity enhance community? - How does living in community make your life better?
Sacred Texts (Year 4)	Why are sacred texts and holy books important?	- Can I describe what sacred texts and Holy books are? - Can I describe the significance of the Qu' ran to Muslims? - Can I describe the significance of the Torah to Jews? - Can I describe the significance of the bible to Christians? - Can I explain why sacred texts and holy books are important? (DPS)	- What are the similarities and differences between the different holy books? - How do the sacred texts influence how people live their lives? Give examples.
Key Religious Figures and Leaders (Year 5)	What are the origins of the religions and why are the 'founders' so significant?	- Can I describe how it feels to be a leader and what makes someone a leader? - Can I describe the impact that a founder/prophet have on their followers and how is it shown? (Christianity) - Can I describe how a founder/prophet can impact a community? (Islam) - Can I identify some prominent humanist thinkers and compare their ideas? (Humanism) - Can I compare the lives and teachings of notable founders and prophets? - Can I describe the origins of the religions and explain why the founders are so significant? (DPS)	- What would society be like without leaders? - Why do religious leaders matter and what makes a leader worth following? - What are the essential; qualities of a hero or role model?
Pilgrimage (Year 6)	Why do some people bother going on pilgrimage?	- Can I describe why some places are special to me? - Can I describe what a pilgrimage is? - Can I explain what happens during different pilgrimages and why? - Can I explain how I show commitment to people and things that are important to me? - Can I explain why some people bother to go on pilgrimages? (DPS)	- How do pilgrimages add meaning to people's lives? - Why does going on a pilgrimage require commitment?

Summer term

Unit	End of unit question (double page spread)	Learning Questions	Extension questions for more able learners – written responses. <i>Pupils' should provide good reasons for the views they have and the connections they make.</i>
Ethics and Morals (Year 3)	Where do our ideas of right and wrong come from?	- Begin with a recap on what a community is and the importance of communities – link this back to the communities that they are part of - Rules and expectations that may exist within a community - The ideas of right and wrong and where do these ideas come from. Discuss why we need rules to live by - What religions teach about how we should live our lives? – relate this back to the ideas about right and wrong - Whether religious teachings about how we should live are still helpful in the 21st century	
Festivals (Year 4)	What do our celebrations show us what we think is important in life?	- Identify what secular and religious celebrations are - About the different types of religious festivals and reflect upon their importance - Identify the key features of certain festivals - (Diwali, Eid and Easter) - About what our celebrations show about what we think is important in life - How festivals express the important beliefs and events in each religion - (focus on Diwali, Eid and Easter) - What festivals mean in the lives of individuals and communities - Why celebrations and festivals are important in our lives	
Rites Of Passage (Year 5)	What makes life so important?	- What the key stages in life are and their importance - What the rites of passage tell us about religious beliefs about and attitudes towards life and God (Including Humanism and attitudes towards life) - What the key stages of life and their importance - About how celebrating rites of passage affect how individuals and communities live life – (Focus on weddings and birth rituals in Christianity, Hinduism, Islam and Judaism- naming ceremony in Humanism)	
Diversity In Religion (Year 6)	Why are there different views, beliefs and traditions in each religion?	- What is meant by the term diversity - The views, beliefs and traditions in each religion (include Humanism and ethical views and Worldviews) - The different styles and places of worship - Religious practices and forms of expression within faiths show about their different beliefs - The similarities and differences between religions through comparisons - How communities can learn to live together	