**RE Long Term Plan**  **Links to prior learning** *Sticky Vocabulary*

Units must be taught in this order due to the progression and retrieval opportunities to deepen knowledge and understanding across our school and for continuity from Springfield Infants.

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| **Year 3***Year 3 to organise trip to a Christian Church IN ADDITION to blocked RE day.*  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Suffolk Syllabus coverage  | **Religion and the Individual** What is expected of a believer following a religion and the impact of belief on peoples’ lives**Revisiting Christianity, Islam and Hinduism** | **Symbols and Religious Expression** How religious and spiritual ideas are expressed | **Beliefs in Action in the World** How religions respond to global issues  | **Symbols and Religious Expression****Revisiting Judaism**   |
| Emmanuel Project units | **Christianity**How do Christians show that reconciliation with God and others is important? | **Islam**How does a Muslim show their submission and obedience to Allah? | **Hinduism**Why do Hindus want to collect good karma? | **Christianity**Is the cross a symbol of love, sacrifice or commitment for Christians? | **Christianity**What do Christians mean when they talk about the Kingdom of God? | **Judaism** What symbols and stories help Jewish people remember their covenant with God? |

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| **Year 4***Year 4 to organise trip to a Sikh Gurdwara IN ADDITION to blocked RE day.*  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Suffolk Syllabus coverage  | **Inspirational People**Why some figures, e.g. founders, leaders andteachers, inspire religious believers**Revisiting Christianity, Islam and Hinduism** | **Inspirational people** Encountering Sikhism | **Religion, Family and Community**How religious families practise their faith & the contributions this makes to local life | **Religion, Family and Community** **Revisiting Sikhism** |
| Emmanuel Project units | **Christianity** How does believing Jesus is their saviour inspire Christians to save and serve others? | **Islam**Why do Muslims call Muhammad the ‘seal of the prophets’? | **Hinduism** How does the story of Rama and Sita inspire Hindus to follow their dharma? | **Sikhism**How does the teaching of the gurus move Sikhs from dark to light? | **Christianity**Why do Christians believe they are people on a mission? | **Sikhism** How do Sikhs put their beliefs about equality into practice? |

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| **Year 5***Year 5 to organise a trip to a Synagogue IN ADDITION to Blocked RE day* | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Suffolk Syllabus coverage  | **Teachings and Authority** What sacred texts and other sources say about God, the world and human life**Revisiting Christianity, Islam and Hinduism** | **Worship, Pilgrimage and Sacred Places** **Revisiting Judaism**  | **Worship, Pilgrimage and Sacred Places** Where, how & why people worship, inc. importance of particular religious sites | **Symbolism and Religious Expression** Encountering Buddhism  |
| Emmanuel Project units | **Christianity** Why is the gospel such good news for Christians?  | **Islam**What does the Qur’an reveal about Allah and his guidance? | **Hinduism**What spiritual pathways to Moksha are written about in Hindu scriptures? | **Judaism**What is holiness for Jewish people: a place, a time, an object or something else? | **Christianity**What is the great significance of the Eucharist for Christians? | **Buddhism** How did Buddha teach his followers to find enlightenment? |

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| **Year 6***Year 6 to organise trip to Buddhist Temple IN ADDITION to blocked RE day.* | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Suffolk Syllabus coverage  | **Beliefs and Questions** What key beliefs people hold about God, the world and humans**Revisiting Christianity, Islam and Hinduism** | **Journey of Life and Death** **Revisiting Buddhism**  | **Journey of Life and Death** Why some occasions are sacred to believers and what people think about life after death | **Journey of Life and Death** Encountering Humanism  |
| Emmanuel Project units | **Christianity** How do Christians show their belief that Jesus is God incarnate?  | **Islam**How does tawhid create a sense of belonging to the Muslim community?  | **Hinduism**How do questions about Brahman and atman influence the way a Hindu lives? | **Buddhism** How does the Triple Refuge help Buddhists in their journey through life?  | **Christianity** Should believing in the resurrection change how Christians view life and death?  | **Humanism**Why do Humanists say happiness is the goal of life? |