

Leys Farm Junior School

RE Long Term Plan 2022-2023 (Cycle B)

Following Lincolnshire Agreed Syllabus

	Autumn	Spring		Summer
Year 3	LAS Compulsory God – Christianity Believing How do symbols in the Bible help Christians relate to God? What do symbols in the story of Jesus’ baptism reveal about the nature of God? What visual symbols and symbolic acts can be seen in a Christian church? How might language within worship express Christian beliefs?	LAS Compulsory God – Hinduism Believing How are deities and key figures described in Hindu sacred texts and stories? What might Hindus understand about the Divine through these stories? What is the purpose of visual symbols in the mandir?	LAS Compulsory God – Islam Believing What do the main concepts in Islam reveal about the nature of Allah? What is the purpose of visual symbols in a mosque?	Additional Unit: Big Questions – Why do we Celebrate? What different events/times of life do we celebrate? How do different people celebrate things differently? How does celebration relate to remembrance?
Year 4	LAS Compulsory Community – Christianity Living How is Christian belief expressed collectively? How does Christian worship and celebration build a sense of community? Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world.	LAS Compulsory Community – Hinduism Living How is Hindu belief expressed personally and collectively? How does Hindu worship and celebration build a sense of community? Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural	LAS Compulsory Community – Islam Living How is Muslim worship expressed collectively? How does Muslim worship and celebration build a sense of community? Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural	Additional Unit: Forgiveness Explore the concept of forgiveness in different religious and non-religious worldviews, the value of forgiveness, the implications of forgiveness for the one being forgiven and the one forgiving.

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Year 5	<p>LAS Compulsory Being Human – Christianity Believing</p> <p>In what ways does the Bible teach Christians to treat others? How is this expressed in practice? The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals.</p>	<p>LAS Compulsory Being Human – Hinduism Believing</p> <p>How do Hindus reflect their faith in the way they live? What is karma and how does it drive the cycle of samsara? How might a Hindu seek to achieve moksha? The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals.</p>	<p>LAS Compulsory Being Human – Islam Believing</p> <p>What does the Qur'an teach Muslims about how they should treat others? How do Muslim teachings guide the way Muslims act in the world? How are Muslim beliefs expressed in practice? The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals.</p>	<p>LAS Additional- Pilgrimage</p> <p>What is a pilgrimage? What does pilgrimage involve? E.g. Jewish pilgrimage to Jerusalem, Christian pilgrimage to Walsingham, Lourdes, Iona, Jerusalem, Muslim pilgrimage to Makkah, Hindu pilgrimage to the Ganges, etc. Environmental impact of pilgrimage.</p>
Year 6	<p>LAS Compulsory Life Journey – Christianity Living</p> <p>How do Christians show they belong? Rites of passage; include other religions, e.g. Amrit in Sikhism; have looked at how we know whether religious claims are true or not – this unit considers whether their truth or otherwise actually matters – what impact does religion have on people's lives,</p>	<p>LAS Compulsory Life Journey – Hinduism/Islam Living [Hinduism:</p> <p>How do Hindus show they belong? Islam: How do Muslims show they belong? Rites of passage; include other religions, e.g. Bar/Bat Mitzvah in Judaism; have looked at how we know whether religious claims are true or not – this unit considers whether their truth or otherwise actually matters – what impact does religion have on</p>		<p>Additional Unit: Expressing Beliefs through the Arts</p> <p>How do religious and non-religious people understand the value of creativity? How do religious and non-religious people understand the connection between beliefs about human beings and human creativity? How do religious and non-religious</p>

	regardless of whether they can prove their beliefs to be true or not.	people's lives, regardless of whether they can prove their beliefs to be true or not.	people express their beliefs creatively? Why are some people not comfortable to use pictorial representation to express belief, e.g. Muslims and Jewish people Spirited Arts competition run by NATRE (National Association of Teachers of RE).
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