

KS2 LONG TERM RE PLAN

Key questions & related syllabus questions

Pan- Berkshire Agreed Syllabus (2018-2023) Questions and Outcomes

YEAR 3		Key Questions	Faith(s)/Themes
Unit 1		Does taking bread and wine show that someone is a Christian?	Communion/Commitment/Church
Autumn 1	<i>To what extent does participating in worship and/or prayer generate a sense of belonging? Do Rites of Passage always help a believer to feel connected to God and/or community? How might beliefs and community shape a person's identity?</i> Outcomes: B & D		
Unit 2		Is light a good symbol for celebration?	Light/Belief/Advent/Diwali/Chanukah
Autumn 2	<i>How do religious leaders and sacred texts contribute to believers' understanding of their faith? How can music and the arts help express and communicate religious beliefs?</i> Outcomes: B & D		
Unit 3		Is a Jewish/Hindu child free to choose how to live?	Judaism/Hindu/Belief/Commandments
Spring 1	<i>How might beliefs and community shape a person's identity? To what extent do religious beliefs influence and encourage 'good' behaviour? Do Rites of Passage always help a believer to feel connected to God and/or community?</i> Outcomes: B, C & D		
Unit 4		Does Easter make sense without Passover?	Judaism/Christianity/Freedom/Passover/Last Supper
Spring 2	<i>How do religious leaders and sacred texts contribute to believers' understanding of their faith? To what extent does participating in worship and/or prayer generate a sense of belonging?</i> Outcomes: A & B		
Unit 5		Does Jesus have authority for everyone?	Authority
Summer 1	<i>How do religious leaders and sacred texts contribute to believers' understanding of their faith? How might beliefs and community shape a person's identity?</i> Outcomes: A & D		
Unit 6		Can made-up stories tell the truth?	Truth/Parable/Fable/Myth
Summer 2	<i>How can music and the arts help express and communicate religious beliefs? How do religious leaders and sacred texts contribute to believers' understanding of their faith? To what extent do religious beliefs influence and encourage 'good' behaviour?</i> Outcomes: A, B & C		

YEAR 4		Key Questions	Faith(s)/Theme
Unit 1	Do Murtis help Hindus understand God?		God/Brahman/Trimurti/Murtis/Avatars
Autumn 1	<i>To what extent does participating in worship and/or prayer generate a sense of belonging? How can music and the arts help express and communicate religious beliefs? How might beliefs and community shape a person's identity? What difference might it make to believe in God as Creator?</i> Outcomes: B, C and D		
Unit 2	Does the Christmas narrative need Mary?		God/Virgin Mary/Christ/Icon
Autumn 2	<i>How do religious leaders and sacred texts contribute to believers' understanding of their faith? How can music and the arts help express and communicate religious beliefs? How well does faith help people cope with matters of life and death?</i> Outcomes: A, B & D		
Unit 3	Is a holy journey necessary for believers?		Hindu/Christianity/Pilgrimage/Worship
Spring 1	<i>To what extent does participating in worship and/or prayer generate a sense of belonging? Do Rites of Passage always help a believer to feel connected to God and/or community? How might beliefs and community shape a person's identity?</i> Outcomes: B, C & D		
Unit 4	Should believers give things up?		Christianity/Lent/Giving things up
Spring 2	<i>To what extent do religious beliefs influence and encourage 'good' behaviour? How do religious leaders and sacred texts contribute to believers' understanding of their faith? How well does faith help people cope with matters of life and death?</i> Outcomes: A, B & C		
Unit 5	Did Jesus really do miracles?		Miracles/Incarnation
Summer 1	<i>How do religious leaders and sacred texts contribute to believers' understanding of their faith? How well does faith help people cope with matters of life and death? What difference might it make to believe in God as Creator?</i> Outcomes: A & C		
Unit 6	Does prayer change things?		Prayer (sin/salvation/miracle)
Summer 2	<i>To what extent does participating in worship and/or prayer generate a sense of belonging? How well does faith help people cope with matters of life and death? To what extent do religious beliefs influence and encourage 'good' behaviour?</i> Outcomes: B, C & D		

YEAR 5		Key Questions	Faith(s)/Themes
Unit 1	Do Sikhs need the Guru Granth Sahib?		Sacred text/Gurus/Worship/Community
Autumn 1	<i>How do religious leaders and sacred texts contribute to believers' understanding of their faith? To what extent does participating in worship and/or prayer generate a sense of belonging? How might beliefs and community shape a person's identity?</i> Outcomes: A & D		
Unit 2	Does God communicate with man?		Sacred text/Prophecy/Revelation/Incarnation
Autumn 2	<i>How do religious leaders and sacred texts contribute to believers' understanding of their faith? How well does faith help people cope with matters of life and death?</i> Outcomes: A, B, C & D		
Unit 3	Does the community of the Gurdwara help Sikhs lead better lives?		Gurdwara/Community
Spring 1	<i>To what extent do religious beliefs influence and encourage 'good' behaviour? To what extent does participating in worship and/or prayer generate a sense of belonging? How might beliefs and community shape a person's identity?</i> Outcomes: A, C & D		
Unit 4	Was the death of Jesus a worthwhile sacrifice?		Christianity/Sacrifice/Sin/Redemption
Spring 2	<i>How do religious leaders and sacred texts contribute to believers' understanding of their faith? How well does faith help people cope with matters of life and death?</i> Outcomes: B, C & D		
Unit 5	Are you inspired?		Christ/Holy Spirit/Inspiration/Pentecost
Summer 1	<i>How can music and the arts help express and communicate religious beliefs? To what extent does participating in worship and/or prayer generate a sense of belonging? How do religious leaders and sacred texts contribute to believers' understanding of their faith?</i> Outcomes: A, B & D		
Unit 6	What's best for our world? Does religion help people decide?		Inspiration/Christianity/Sikhism/ Charity/Vand Chhakna
Summer 2	<i>How do religious leaders and sacred texts contribute to believers' understanding of their faith? To what extent do religious beliefs influence and encourage 'good' behaviour? What difference might it make to believe in God as Creator?</i> Outcomes: A, B, C & D		

YEAR 6		Key Questions	Faith(s)/Theme
Unit 1	Are saints encouraging role models?	Persecution/Saints/Commitment	
Autumn 1	<p><i>To what extent do religious beliefs influence and encourage 'good' behaviour? How do religious leaders and sacred texts contribute to believers' understanding of their faith? How might beliefs and community shape a person's identity?</i></p> <p>Outcomes: A, B, D</p>		
Unit 2	Is "God made man" a good way to understand the Christmas story?	Christ/Incarnation/Emmanuel	
Autumn 2	<p><i>How do religious leaders and sacred texts contribute to believers' understanding of their faith? How can music and the arts help express and communicate religious beliefs?</i></p> <p>Outcomes: D</p>		
Unit 3	Do clothes express beliefs?	Sikh/Khalsa/5Ks	
Spring 1	<p><i>How might beliefs and community shape a person's identity? To what extent do religious beliefs influence and encourage 'good' behaviour?</i></p> <p>Outcomes: A, B & D</p>		
Unit 4	Is the resurrection important to Christians?	Resurrection/Reincarnation/Funeral/Heaven	
Spring 2	<p><i>Do Rites of Passage always help a believer to feel connected to God and/or community? How well does faith help people cope with matters of life and death? How do religious leaders and sacred texts contribute to believers' understanding of their faith? How might beliefs and community shape a person's identity?</i></p> <p>Outcomes: C & D</p>		
Unit 5	Can we know what God is like?	God/Prayer/Faith/Mool mantra	
Summer 1	<p><i>How can music and the arts help express and communicate religious beliefs? What difference might it make to believe in God as Creator? How might beliefs and community shape a person's identity?</i></p> <p>Outcomes: D & A</p>		
Unit 6	Does it matter what people believe about creation?	Multi faith/Creation/Care for the world	
Summer 2	<p><i>What difference might it make to believe in God as Creator? How might beliefs and community shape a person's identity? How do religious leaders and sacred texts contribute to believers' understanding of their faith? To what extent do religious beliefs influence and encourage 'good' behaviour?</i></p> <p>Outcomes: A, B, C & D</p>		