

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2`
Year A						
SACRE Unit	U2.1 Why do some people believe God exists?	U2.2 What would Jesus do? Can we live by the values of Jesus in the twenty-first century?	U2.3 What do religions say when life gets hard?	U2.4 If God is everywhere why go to a place of worship?	U2.10 How and why should religious communities do more to care for the earth?	U2.5 Is it better to express your religion in arts and architecture or in charity and generosity?
Vocabulary	Theist, atheist, agnostic, belief, different, views, respect, evidence, Christian, Muslim, Jewish,	Connections, Jesus' teachings, Christians, values, followers, parables, moral dilemma, belief, death, cross, ,love, forgiveness, justice, generosity,	Life, death, suffering, life after death, salvation, heaven, reincarnation, life after death, afterlife, judgement, karma,	Names of places of worship community, functions, worship, people, purpose	Environment, problems, earth, green religious practice, impact, activist behaviour, religions, challenges, planet, commitment, save the earth, evaluate, need	Religious teachings, charities, generosity, connections, buildings, art, sacred, scripture, Humanists
Key Knowledge	To define terms atheist, theist, agnostic, Give reasons for beliefs Outline a Christian understanding of what God is like Give examples of ways in which belief is valuable and challenging Explore the impact of believing or not believing Present different views on why people believe in God or not Explore different interpretations of texts Enquire into differing views about God expressing their own ideas and arguments using evidence and examples	Make connections between some of Jesus' teaching and the way Christians today live Discuss importance of values to live by Outline Jesus' teaching about how his followers should live Offer interpretations of two parables and say how they might teach Christians how to live Explain the impact that Jesus' example and teaching might have on Christians today Express own understanding of what Jesus would do to a moral dilemma from the world today Explain links between Jesus' death and Christian belief in God Investigate the challenges of following Jesus' teaching	Raise thoughtful questions and suggest some answers about life, death, suffering and what matters in life Give definitions of key terms Express ideas about how and why religion can help when times are hard Outline Christian, Hindu and or non religious views about life after death Explain some similarities and differences between beliefs about life after death Explain why Humanists and Christians have different ideas about an afterlife Explain what difference belief in karma, judgement, heaven, reincarnation might make on how someone lives their life Interpret a range of artistic expressions of afterlife offering different ways of understanding	Recall and name key features of places of worship Share what worshipper say about their place of worship Make connections between how believers feel about places of worship in different traditions Select and describe the most important functions of a place of worship for the community Give examples of how places of worship support believers in difficult times Present ideas about the importance of people in a place of worship rather than the place Outline how and why places of worship fulfil special functions for believers Comment on the value and purpose of places of worship in religious communities	To describe some key environmental problems and some key religious teachings about the earth Respond sensitively to examples of green religious practice Find out about two examples of religious projects hoping to have an environmental impact Make connections between beliefs about earth and activist behaviour in other religions Understand the challenges facing the planet Discuss their own and others ideas about collaboration , activism and commitment needed to save the earth Explain similarities and differences between religious beliefs about the earth Consider and evaluate the contributions religions can	Respond to the title question Find out about religious teachings, charities and ways of demonstrating generosity Describe and make connections between examples of religious creativity Show an understanding of the value of sacred buildings and art Suggest why some believers see charity as more important than buildings and art Outline why some Humanists criticise spending on art and religious buildings Examine the title question

		about love , forgiveness, justice and generosity			make to environmental protection	
Year B						
Topic						
SACRE Unit	2.9 What can be done to reduce racism? Can religion help?	U2.9 What can be done to reduce racism? Can religion help?	U2.6 What does it mean to be a Muslim in Britain today?	U2.8 What difference does it make to believe in ahima(harmlessness) , grace, and ummah(community)?	U2.10 Green religion. How and why should religious communities do more to care for the earth ?	U2.7 What matters most to Christians and Humanists?
Vocabulary	Racism, unjust, religions, worldviews, engagement, anti racism, connections, challenges, human communities, prejudice, argument,sensitivity	Racism, unjust, religions, worldviews, engagement, anti racism, connections, challenges, human communities, prejudice, argument,sensitivity	Five Pillars of Islam, Muslims, Holy Qur'an, Gog, Prophet Muhammad, guidance, connections, Mosque, beliefs, religious practice, perspectives	Ahima, grace, ummah, beliefs, behaviour, religions, Hindu, Christian, Muslim, connections, wisdom, similarities, differences, ideas	Environment, problems, earth, green religious practice, impact, activist behaviour, religions, challenges, planet, commitment, save the earth, evaluate, need	Value, stories , texts, humans, fallen, Christian, Humanist, moral concepts, fairness,honesty, moral code, freedom, truth, peace,
Key Knowledge	Describe examples of what is unjust about racism, Respond sensitively to religious engagement with racism Describe two examples of anti racism that have been effective Describe examples of connections between anti racism and religion Understanding the challenges racism presents to human communities Discuss ideas about reducing racism Explain how religious leaders have responded to the challenge of racism in and beyond their own communities Evaluate the significance of three key ideas about racism that have been studied in relation to their own ideas Express ideas about a religious question to do with reducing prejudice and racism through created arts or reasoned argument	Describe examples of what is unjust about racism, Respond sensitively to religious engagement with racism Describe two examples of anti racism that have been effective Describe examples of connections between anti racism and religion Understanding the challenges racism presents to human communities Discuss ideas about reducing racism Explain how religious leaders have responded to the challenge of racism in and beyond their own communities Evaluate the significance of three key ideas about racism that have been studied in relation to their own ideas Express ideas about a religious question to do with reducing prejudice and racism through created arts or reasoned argument	To describe the Five Pillars of Islam Identify the importance of the Holy Qur'an Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad Describe and reflect on the significance of the Holy Qur'an to Muslims Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by pupils Make connections between the key functions of the Mosque and the beliefs of Muslims Comment thoughtfully on the value of religious practices and ritual in daily life of a Muslim Answer the title question	To describe the terms ahimsa, grace and ummah Respond sensitively to examples of religious practices with ideas of their own Make connections between beliefs and behaviour in different religions Outline the challenges of belonging to faiths of Christianity, Hinduism or Islam Make connections with the three religions and the belief in ahimsa, grace and ummah Consider similarities and differences between beliefs and behaviour in different faiths Explain similarities in which key beliefs make a difference to life in two or three religions Consider and evaluate the significance of the three studied in relation to own ideas	To describe some key environmental problems and some key religious teachings about the earth Respond sensitively to examples of green religious practice Find out about two examples of religious projects hoping to have an environmental impact Make connections between beliefs about earth and activist behaviour in other religions Understand the challenges facing the planet Discuss their own and others ideas about collaboration , activism and commitment needed to save the earth Explain similarities and differences between religious beliefs about the earth Consider and evaluate the contributions religions can make to environmental protection	Identify the value found in stories and texts Suggest ideas about how humans can be both good and bad linking with Christian ideas Describe the Christian view of being made in an " image of God" Discuss the idea of being "fallen" Simply describe Christian and Humanist values Express own ideas about some big moral concepts of fairness, honesty Suggest reason why some might follow a moral code and why it might be difficult Give examples of similarities and differences between Humanist and Christian values Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace,



RE Long Term Plan UKS2



					Express ideas about key questions to do with the need for greener religions	
--	--	--	--	--	---	--