



Bakewell Methodist Junior School

RE

Long Term Overview

| Year Group | A1 | A2 | Sp1 | Sp2 | Su1 | Su2 |
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| Lower KS2 Block A | Believing (Religious beliefs, teachings, sources; questions about meaning, purpose and truth) | | Expressing (Religious and spiritual forms of expression; questions about identity and diversity) | | Living (Religious practices and ways of living; questions about values and commitments) | |
| | L2.1 What do different people believe about God? Christians, Hindus and/or Muslims (Y3) | | L2.4 Why do people pray? Christians, Hindus and/or Muslims (Y3) | | Methodist unit What does it feel like to experience God's presence? | L2.9 What can we learn from religions about deciding what is right and wrong? Christians, Jewish people and non-religious responses (e.g. Humanist) (Y4) |
| Lower KS2 Block B | L2.2 Why is the Bible so important for Christians today? (Y3) | L2.3 Why is Jesus inspiring to some people? (Y4) | L2.6 Why do some people think that life is like a journey and what significant experiences mark this? Christians, Hindus and/or Jewish people and nonreligious responses (e.g. Humanist) (Y4) | L2.5 Why are festivals important to religious communities? Christians, Hindus and/or Muslims and/or Jewish people (Y3 & Y4) | L2.7 What does it mean to be a Christian in Britain today? (Y3) | L2.8 What does it mean to be a Hindu in Britain today? (Y4) |
| Upper KS2 | U2.3 What do religions say to us when life gets hard? | | U2.4 If God is everywhere, why go to a place of worship? | | Methodist unit- | U2.7 What matters most |

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| Block A | Christians, Hindus and non-religious (e.g. Humanists) (Y6) | Christians, Hindus and/or Jewish people (Y5) | Commitment to Christianity: is it long ago and far away, or is it here and now? | to Christians and Humanists? (Y6) | |
| Upper KS2 Block B | U2.1 Why do some people think God exists? Christians and non-religious (e.g. Humanists) (Y5) | U2.2 What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?) (Y5) | U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? Christians, Muslims and non-religious (e.g. Humanists) (Y6) | U2.6 What does it mean to be a Muslim in Britain today? (Y5) | U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and/or Ummah (community)? Christians, Hindus and/or Muslims (Y6) |

Steps in learning- skills and progression

| Bakewell Methodist Steps in Learning– RE | | | |
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| Lower KS2 A | Lower KS2 B | Upper KS2 A | Upper KS2 B |
| Believing (Religious beliefs, teachings, sources; questions about meaning, purpose and truth) | | | |
| <p>L2.1 What do different people believe about God?</p> <ul style="list-style-type: none"> Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1). Ask questions and suggest some of their own responses to ideas about God (C1). Suggest why having a faith or belief in something can be hard (B2). Identify how and say why it makes a difference in people's lives to believe in God (B1). <p>L2.2 Why is the Bible so important for Christians today?</p> <ul style="list-style-type: none"> Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2). Give examples of how and suggest reasons why Christians use the Bible today (B1). Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression (A1). Discuss their own and others' ideas about why humans do bad things and how people try to put things right (C3). <p>L2.3 Why is Jesus inspiring to some people?</p> <ul style="list-style-type: none"> Make connections between some of Jesus' teachings and the way Christians live today (A1). | <p>U2.1 Why do some people believe God exists?</p> <ul style="list-style-type: none"> Outline clearly a Christian understanding of what God is like, using examples and evidence (A2). Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2). Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1). Present different views on why people believe in God or not, including their own ideas (C1). <p>U2.2 What would Jesus do? Can we live by the values of Jesus in the twenty-first century?</p> <p>Outline Jesus' teaching on how his followers should live (A2).</p> <ul style="list-style-type: none"> Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live (B3). Explain the impact Jesus' example and teachings might have on Christians today (B1). Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3). <p>U2.3 What do religions say to us when life gets hard?</p> | | |

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| <ul style="list-style-type: none"> • Describe how Christians celebrate Holy Week and Easter Sunday (A1). • Identify the most important parts of Easter for Christians and say why they are important (B1). • Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2). | <ul style="list-style-type: none"> • Express ideas about how and why religion can help believers when times are hard, giving examples (B2). • Outline Christian, Hindu and/or nonreligious beliefs about life after death (A1). • Explain some similarities and differences between beliefs about life after death (B2). • Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3). |
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Expressing

(Religious and spiritual forms of expression; questions about identity and diversity)

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| <p>L2.4 Why do people pray?</p> <ul style="list-style-type: none"> • Describe the practice of prayer in the religions studied (A2). • Make connections between what people believe about prayer and what they do when they pray (A3). • Describe ways in which prayer can comfort and challenge believers (B2). • Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3). <p>L2.5 Why are festivals important to religious communities?</p> <ul style="list-style-type: none"> • Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2). • Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2). • Identify similarities and differences in the way festivals are celebrated within and between religions (A3). • Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1). <p>L2.6 Why do some people think that life is a journey and what significant experiences mark this?</p> <ul style="list-style-type: none"> • Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2). • Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3). • Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2). • Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1). | <p>U2.4 If God is everywhere, why go to a place of worship?</p> <ul style="list-style-type: none"> • Make connections between how believers feel about places of worship in different traditions (A3). • Select and describe the most important functions of a place of worship for the community (B3). • Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2). • Present ideas about the importance of people in a place of worship, rather than the place itself (C1). <p>U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?</p> <ul style="list-style-type: none"> • Describe and make connections between examples of religious creativity (buildings and art) (A1). • Show understanding of the value of sacred buildings and art (B3). • Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2). • Apply ideas about values and from scriptures to the title question (C2). |
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Living

(Religious practices and ways of living; questions about values and commitments)

L2.7 What does it mean to be a Christian in Britain today?

Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1).

- Describe some ways in which Christians express their faith through hymns and modern worship songs (A2).
- Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).
- Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).

L2.8 What does it mean to be a Hindu in Britain today?

Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1).

- Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2).
- Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).
- Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).

L2.9 What can we learn from religions about deciding what is right and wrong?

Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1).

- Make connections between stories of temptation and why people can find it difficult to be good (A2).
- Give examples of ways in which some inspirational people have been guided by their religion (B1).
- Discuss their own and others' ideas about how people decide right and wrong (C3).

U2.6 What does it mean to be a Muslim in Britain today?

Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2).

- Describe and reflect on the significance of the Holy Qur'an to Muslims (B1).
- Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2).
- Make connections between the key functions of the mosque and the beliefs of Muslims (A1).

U2.7 What matters most to Christians and Humanists?

- Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2).
- Describe some Christian and Humanist values simply (B3).
- Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied (C3).
- Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2).

U2.8 What difference does it make to believe in ahimsa (harmlessness), grace, and/or Ummah (community)?

- Make connections between beliefs and behaviour in different religions (A1).
- Outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2).
- Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions (A1).
- Consider similarities and differences between beliefs and behaviour in different faiths (B3).