



BERKELEY PRIMARY SCHOOL

RE Medium Term Plan



Berkeley Primary School follow the 'Lincolnshire Locally Agreed Syllabus for Religious Education'. The syllabus has been written based on the principle that the purpose of RE is about religious literacy. In relation to this we are defining this more specifically as:

- *Helping children hold balanced and well-informed conversations about religion and belief.*

In order to fulfil this purpose we are balancing three disciplines: theology (believing), philosophy (thinking) and human / social science (living) and our themes are based on these disciplines.

The second row on each year explains 'Why this? Why now?' Please see the individual units for further breakdown.

	AUTUMN	SPRING	SUMMER
Nur	I am special -know I have a name that is mine -know my features (eye colour, hair colour etc) -know I am part of a family -know I am different from others but we are all important Christmas Listen to the Christmas Story -talk about how they celebrate at home -take part in school celebrations -begin to recognise differences in what and how they celebrate Possible Festivals, dependent on ch in cohort: Rosh Hashana- Jewish New Year Sukkot- Jewish- harvest festival Milad Un Nabi- Muslim- Prophet Muhammad (pbuh) birthday Diwali - Hindu and Sikh Birthday of Guru Nanak- Sikh Bodhi Day- Buddhist Hanukah – Jewish	Easter Listen to the Easter Story - talk about how they celebrate at home - begin to notice differences in what and how they celebrate Possible Festivals, dependent on ch in cohort: Birthday of Guru Gobind Singh- Sikh Chinese New Year- Chinese Holi- Hindu The Prophet's Night Journey and Ascent- Muslim Passover- Jewish	Caring for the world Listen to the story of Seven New Kittens -talk about how Muslims believe Allah created the world and how it should be cared for -think about some ways they might care for the world and the creatures in it - begin to show a positive attitude towards different beliefs about the world and how and why it should be cared for Possible Festivals, dependent on ch in cohort: Vaisakhi/Baisakhi- Sikh Ramadan- Muslim Eid-UI-Fitr- Muslim Eid-UI-Adha-Muslim
Voc	Special, Same, Different, Family, Christmas, Diwali	Easter	Allah, Prophet Muhammad (pbuh), Eid
	Development Matters 3&4 year olds will be learning to: (Understanding the world) -Continue developing positive attitudes about the differences between people.		



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Rec	Myself	Special Times for Me and Others- Christmas	Special People to Me	Our Special Things	Our Special Books	Our Special Places Our Beautiful World
	-know that they are a unique individual and that no one else is quite like them - know that they have a birthday which is their own special day - identify the ways birthdays are celebrated (cards, presents, birthday cake, party, celebrating with family and friends...) - learn that some families celebrate new babies and children in particular ways (naming ceremonies, Christenings, the whispering of the Adhan (call to prayer) into a Muslim baby's ear at birth) - learn that religion is important to some people - learn for these people religion is an ordinary part of their lives (e.g. Christians going to church to worship, Muslims taking part in daily prayer and taking part in community celebrations, Hindus taking part in community celebrations, Sikhs serving in the langar) where possible this could be done using visitors -learn that some people wear particular items because of their faith, e.g. some Christians wear a cross, some Muslim women wear a hijab and some Muslim men cover their heads, some Sikhs wear a turban	-know that people have special times that they celebrate -know that some special days are celebrated by lots of people, e.g. Bonfire Night - know that some people celebrate religious festivals (Muslims celebrate Eid, Sikhs and Hindus celebrate Diwali) - know that Christmas is a festival celebrated by Christians - know that the bible is a special book for Christians - know that the story of Christmas is found in the bible - learn that Christians believe that Jesus is the son of God - recall key characters from the story- Mary, Joseph, baby Jesus, Angel -Learn how Christians celebrate Christmas as a community, e.g. Carol services, going to Church for a service on Christmas Eve/Christmas Day - begin to make links in their experience of celebrations (Birthdays, Christmas + possibly family weddings and christenings etc also any religious celebrations e.g. Eid) recognising that these things are celebrated with their family/wider community	- know that they have some people who are special only to them (their own family) and name these people. Their friends and name these people - know that they have some shared special people (teachers, TAs...) and name some of these people - know that some people are special to many people because of the jobs they do (doctors, nurses, emergency services...) and name some of these roles - know that Muhammad (pbuh) is important to Muslims - know that Muslims tell stories about Muhammad (pbuh) and how he lived his life -recall that Jesus is special to Christians (And as appropriate that Guru Nanak is special to Sikhs, Hindu deities for Hindus) - learn about people with a special role in places of worship imam (mosque) priest/vicar/minister/pastor (church) and what their role is within their community, e.g. teacher, leader...	-know that people have things that are special to them -explore artefacts used by people of faith -learn that Muslims use a prayer mat to ensure the space used for prayer is clean -learn that prayer beads help Muslims think about the nature of Allah -Think about how these might help Muslims understand God - learn that Christians believe Jesus died and rose again at Easter - know that the story of Easter is found in the bible - know that the cross is a Christian symbol -explore different styles of cross -think about what crosses are used for and how crosses might help Christians understand God	-recognise that people have books that are special to them - know that the Quran is a special book for Muslims - know that the Quran is treated with great care - know that the Arabic name for God is Allah - know that Muslims read the Quran and try to follow the teachings it contains -listen to stories from the Muslim tradition and from the Quran and consider their meaning for Muslims - Listen to stories from the Bible and consider their meaning for Christians	- know that they have special places of their own (homes, other family members homes) - know they have some shared special places (school, places they visit such as the park) - know that some places are special to followers of religions - know that the church is a special place for Christians - begin to recognise some of the features of a church - know that a mosque (masjid) is a special place for Muslims - begin to recognise some of the features of a mosque - explore how artefacts are used in a place of worship. - know that the world is a special place - listen to creation stories from different religious traditions - explore why it is important for Christians and Muslims that they care for the world (concept of Stewardship), every living thing being part of Brahman (the ultimate reality) in Hinduism



Voc	Unique Special day Celebration Christian Muslim Eid	Festival Christmas Jesus God Bible	Special person Prophet Muhammad (pbuh) Church Priest Mosque Imam	Special things Prayer mat Allah Easter Rose again Cross Symbol Chalice and Paten	Special book Bible Quran Allah Meaning	Special place Church Mosque World Creation stewardship
	Early Learning Goal 2021 (Understanding the World) Children at the expected level of development will: People, Culture and Communities -Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class Past and Present -Talk about the lives of the people around them and their roles in society					
	Development Matters - Reception will be learning to: Understanding the world - Compare and contrast characters from stories, including figures from the past. - Understand that some places are special to members of their community. - Recognise that people have different beliefs and celebrate special times in different ways.					



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Y1	God – Christianity	Community – Christianity	God – Islam	Community – Islam	Sacred Spaces
	<i>Believing</i>	<i>Christianity Living</i>	<i>Believing</i>	<i>Living</i>	<i>Believing, Living, Thinking</i>
	What do Christians learn and understand about God through Old Testament Bible stories? E.g. Moses, Abraham, Jonah, etc. What do stories in the New Testament tell Christians about Jesus?	What do Christians do to express their beliefs? Which celebrations are important to Christians? What are the key practices associated with these celebrations and what do they tell us about beliefs about God, humans and the world?	How is Allah described in the Qur'an? What do Muslims learn about Allah and their faith through the Qur'an?	What do Muslims do to express their beliefs? Which celebrations are important to Muslims? What are the key practices associated with these celebrations and what do they tell us about beliefs about God, humans and the world?	What makes a space special? How do people use different kinds of spaces to express their beliefs? E.g. architecture of places of worship, Forest Church, standing stones in pagan worship, etc. Must include a religious or non-religious worldview other than Christianity or Islam.
	<i>Pupils have the opportunity to build on learning in EYFS by exploring in detail ways in which Christians articulate their beliefs about God.</i>	<i>Pupils build on their learning in the previous term by exploring different ways in which Christians worship God.</i>	<i>Pupils have the opportunity to build on learning in EYFS and autumn term by exploring in detail ways in which Muslims articulate their beliefs about Allah (God).</i>	<i>Pupils build on their learning in the previous term by exploring different ways in which Muslims worship Allah (God).</i>	<i>Having learned about different ways in which Muslims worship Allah (God), pupils have the opportunity to explore different places of worship across different religious traditions. This also builds on learning in Early Years.</i>
Voc	Christianity Incarnation Crucifixion Resurrection Kingdom of God	Prayer Bible study Worship Baptism Pentecost	Islam Tawhid (one God) Shariah (straight path)	Ibadah (worship) Wudu (washing for prayer) Madrassah (school) Eid-ul-Fitr	Font Altar Chalice and Paten Qibla Kaabah Minaret Adhaan (call to prayer) Muezzin



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Y2	Being Human – Islam <i>Believing</i>	Life Journey – Islam <i>Living</i>	Being Human – Christianity <i>Believing</i>	Life Journey – Christianity <i>Living</i>	Thankfulness <i>Believing, Living, Thinking</i>
	What does the Qur'an say about how Muslims should treat others and live their lives? How can Muslim faith and beliefs be seen in the actions of inspirational Muslims?	What do Muslims do to celebrate birth? What does it mean and why does it matter to belong?	What does the Bible say about how Christians should treat others and live their lives? How can Christian faith and beliefs be seen in the actions of inspirational Christians?	What do Christians do to celebrate birth? What does it mean and why does it matter to belong?	Must include at least one religion/worldview other than Christianity and Islam. E.g. harvest in Christianity, Holi in Hinduism.
	<i>Building on the learning from Year 1, pupils learn more about what Muslims believe about human beings, their relationship to each other and their relationship to Allah (God).</i>	<i>Having explored beliefs about human beings in the previous term, pupils now have the opportunity to learn about how Muslims welcome a new human into the world.</i>	<i>Building on the learning from Year 1 and autumn term, pupils learn more about what Christians believe about human beings, their relationship to each other and their relationship to God.</i>	<i>Having explored beliefs about human beings in the previous term, pupils now have the opportunity to learn about how Christians welcome a new human into the world.</i>	<i>Building on the learning in autumn term, pupils broaden their understanding of different ways in which religious and non-religious people show gratitude.</i>
Voc	Imam (faith) Akhlāq (character, moral conduct) Zakat (charitable giving 2.5% annually)	Ummah (community) Aqiqah (ceremony at 7 days)	Parable	Christening Pastor	Covenant



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Y3	God – Hinduism <i>Believing</i>	God – Islam <i>Believing</i>	God – Christianity <i>Believing</i>	Big question – What is a Good life? <i>Believing, Living, Thinking</i>
	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?	What do the main concepts in Islam reveal about the nature of Allah? What is the purpose of visual symbols in a mosque?	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?	Opportunity to look at guidelines and laws in various religions and non-religious worldviews. Chance to explore whether 'good' means the same thing to everybody.
	<i>In this unit, pupils build on prior learning about God in KS1. Hinduism is a new focus for the pupils, but there are opportunities to compare and contrast with knowledge covered on Christianity and Islam at KS1.</i>	<i>In this unit, pupils build on their learning about Muslim beliefs about Allah (God) in KS1. Here, they explore different ways in which Muslims use symbols to articulate beliefs about God. There are opportunities to compare and contrast with Hindu beliefs about God.</i>	<i>In this unit, pupils build on their learning about Christian beliefs about God in KS1. Here, they explore different ways in which Christians use symbols to articulate beliefs about God, making connections between this and Christian practice/worship. There are opportunities to compare and contrast with Hindu beliefs about Brahman and Muslim beliefs about Allah.</i>	<i>In this unit, pupils consider different ways in which religious and non-religious people work out how to live a 'good' life. There are opportunities to use prior learning by considering how beliefs about what God is like might impact on you articulate what it means to live a 'good' life.</i>
Voc	Hinduism Santana Dharma Brahman (ultimate reality, life force) Trimurti Brahma-creator Vishnu- preserver Shiva- destroyer Atman (the soul) Samsara (cycle of life) Moksha (breaking free from cycle of life) Dharma (duty) Karma (actions)	Muslim (literally 'in submission to the will of Allah') Abd- servant Khalifa- regent Salat- prayer Sawm- fasting Hajj- pilgrimage to Makkah Masjid (mosque) Minbar	Trinity (one God- Father, Son and Holy Spirit) Holy Communion- shared meal modelled on the Last Supper Eucharist (another name for holy communion) Hymns- songs used in worship	Good (thinking about the different meanings of this word) Hadith- teaching, sayings advice given by the Prophet Muhammad Humanism



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Y4	Community – Hinduism <i>Living</i>	Community – Islam <i>Living</i>	Community – Christianity <i>Living</i>	Pilgrimage <i>Believing, Living, Thinking</i>
	How is Hindu belief expressed 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; ways in which this relates to beliefs about creation and natural world	How is Muslim belief 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; ways in which this relates to beliefs about creation and natural world	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; ways in which this relates to beliefs about creation and natural world	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
	<i>This unit explores specific celebrations related to a Hindu worldview. It builds on learning about worship and celebration from KS1 and introduces questioning about the impact of worship and celebration on the natural world. This latter theme runs as a golden thread throughout this year.</i>	<i>This unit explores specific celebrations related to a Muslim worldview. It builds on learning about worship and celebration from KS1 and introduces questioning about the impact of worship and celebration on the natural world. This latter theme runs as a golden thread throughout this year.</i>	<i>This unit explores specific celebrations related to a Christian worldview. It builds on learning about worship and celebration from KS1 and introduces questioning about the impact of worship and celebration on the natural world. This latter theme runs as a golden thread throughout this year.</i>	<i>This unit introduces the theme of pilgrimage, looking at it through the lens of both religious and non-religious worldviews. It particularly focuses on the impact of pilgrimage on the natural world, exploring questions about what happens if religious beliefs and practices conflict with each other (e.g. the central Hindu belief in ahimsa [non-violence] and the detrimental impact of the Kumbh Mela pilgrimage festival on the River Ganges).</i>
Voc	Murti (an image of a particular deity which has been consecrated) Mandir (Hindu place of worship) Puja (ceremony used in Hindu worship) Dewa (lamp used in worship) Arti (Hindu ceremony) Prasad (food previously offered to the murtis in the mandir) Diwali (story of Rama and Sita) Holi (spring harvest festival) Raksha Bandhan (festival of brothers and sisters) rakhi- (red thread tied around the wrist)	Umrah- non mandatory, lesser pilgrimage to Makkah Eid-ul-Adha	Church- meaning body of Christians rather than a building Koinonia- one body of faith, fellowship of Christians worldwide Denomination Anglican (Church of England) Roman Catholic Greek/Russian Orthodox Evangelical Pentecostal Methodist Baptist Quaker	Pilgrimage Jerusalem Kumbh Mela



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Y5	Being Human – Hinduism <i>Believing</i>	Being Human – Christianity <i>Believing</i>	Being Human – Islam <i>Believing</i>	Expressing beliefs through the arts <i>Believing, Living, Thinking</i>
	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? How do beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals?	In what ways does the Bible teach Christians to treat others? How is this expressed in practice? How do beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals?	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? How do beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals?	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 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)
	<i>This unit builds on learning about Christian and Muslim beliefs about being human from KS1. It introduces Hindu beliefs about human beings, their relationship to Brahman and to each other. It focuses on the ways in which religious beliefs impact on individuals' decisions and actions.</i>	<i>This unit builds on learning about Christian and Muslim beliefs about being human from KS1, and Hindu beliefs about being human from autumn term. It focuses on the ways in which religious beliefs impact on individuals' decisions and actions.</i>	<i>This unit builds on learning about Christian and Muslim beliefs about being human from KS1, and Hindu beliefs about being human from the previous term. It focuses on the ways in which religious beliefs impact on individuals' decisions and actions.</i>	<i>The previous units have focused on ways in which religious people express their beliefs through their decision-making and actions. This unit explores a different form of expression: the creative arts. There are opportunities to build on prior learning about celebrations, places of worship and symbols.</i>
Voc	Brahman, the Trimurti (Brahma, Vishnu, Shiva) ahimsa satsang avatar	Commandments Beatitudes Sermon Incarnate Moses	Tawhid 'Abd Khalifa Shariah Sunnah Shahada Salah Zakat Sawm Hajj Muslim (harmoniously) Surah (chapter) Ummah (community, worldwide community of muslims)	



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Y6	Do you have to believe in God to be good? <i>Believing, Living, Thinking</i>	Life Journey – Hinduism and Islam <i>Living</i>		Life Journey – Christianity <i>Living</i>
	Opportunity to study Buddhism/ Humanism/ atheism and explore e.g. issues of social justice	How do Hindus and Muslims show they belong? What value does religion bring for religious people? How does this relate to ideas about community, identity and belonging? Rites of passage; include other religions, e.g. Bar/Bat Mitzvah in Judaism, confirmation in Christianity		How do Christians show they belong? What value does religion bring for religious people? How does this relate to ideas about community, identity and belonging? Rites of passage; include other religions, e.g. Amrit in Sikhism
	<i>This unit builds on prior learning in Year 3 ('What is a Good Life?') by deepening pupils' understanding of how different religious and non-religious worldviews articulate what it means to be 'good'. Pupils have the opportunity to explore some of the arguments for and against the existence of God, thinking carefully about the different types of evidence people use to support their beliefs and claims.</i>	<i>This unit looks back at the previous term, which focused on the question of how religious and non-religious people reason about the world around them, using different kinds of evidence to support their beliefs and claims. In this unit, pupils ask the fundamental question of whether having 'proof' of a truth claim actually matters to religious believers. It explores a range of rites of passage for Hindus and Muslims, asking whether the value of religion is in its claims about God, humanity and the world, or in the rhythm it provides in a human life: every day, every week, every year, and across a whole lifetime.</i>		<i>This unit looks back at autumn, which focused on the question of how religious and non-religious people reason about the world around them, using different kinds of evidence to support their beliefs and claims. In this unit, pupils ask the fundamental question of whether having 'proof' of a truth claim actually matters to religious believers. It explores a range of rites of passage for Christians, asking whether the value of religion is in its claims about God, humanity and the world, or in the rhythm it provides in a human life: every day, every week, every year, and across a whole lifetime.</i>
Voc	nirvana/nibbana Middle way Buddha (enlightened one) Enlightened Dukkha (truth of suffering) Noble truths Three poisons Eightfold path Atheist Agnostic	Hinduism	Islam	Confirmation (chrismation in Orthodox tradition) Sacrement Trinity Incarnate
		Samskaras (rites that mark the passage from one phase of life to the next) Birth (namakarana and jatakarma – naming ceremony and welcome ceremony) Initiation (upanayana – sacred thread ceremony) Marriage (vivaha) Death (antyeshti)	Adhaan (call to prayer) Mahr (financial gift given to the bride) Nikah (marriage ceremony)	