



Hambleton CE Primary
Religious Education LTP 2022-23

	Autumn 1 Harvest festival	Autumn 2 Christmas Production KS1- Church KS2- Sch.	Spring 1	Spring 2 Easter Church Service	Summer 1	Summer 2
FS C I	<u>NYCC F2</u> Which people are special and why? (C)	<u>UC F2 (Incarnation)</u> Why is Christmas special for Christians? (C)	<u>NYCC F6</u> What is special about our world? (C, I)	<u>UC F3 (Salvation)</u> Why is Easter special to Christians? (C)	<u>NYCC F1</u> What stories are special and why? (C, I)	<u>NYCC F3</u> What places are special and why? (C, I)
Y1 C I J	<u>NYCC 1.1</u> Who is a Christian and what do they believe? (C)	<u>UC KS1 1.3 (Incarnation)</u> Why does Christmas matter to Christians? Core Unit (C)	<u>NYCC 1.5</u> What makes some places sacred? (C, I, J)	<u>UC KS1 1.5 (Salvation)</u> Why does Easter matter to Christians? Core Unit (C)	<u>NYCC 1.7</u> What does it mean to belong to a faith community? (C, I, J)	<u>UC KS1 1.2 (Creation)</u> Who made the world? Core Unit (C)
Y2 C I J NR	<u>NYCC 1.4</u> What can we learn from sacred books? (C, I, J)	<u>UC KS1 1.3 (Incarnation)</u> Why does Christmas matter to Christians? Digging Deeper (C)	<u>NYCC 1.3</u> Who is Jewish and what do they believe? (J)	<u>UC KS1 1.5 (Salvation)</u> Why does Easter matter to Christians? Digging Deeper (C)	<u>NYCC 1.2</u> Who is a Muslim and what do they believe? (I)	<u>NYCC 1.8</u> How should we care for others and the world, and why does it matter? (C, J, NR)

Our Christian Vision

We are respectful

We are creative

We are resilient

We are truthful

We work as a team

We are compassionate

Y3 C I J H	<u>NYCC L2.7</u> What does it mean to be a Christian in Britain today? (C, I, H)	<u>UC LKS2 2A.3 (Incarnation)</u> What is the 'Trinity' and why is it important for Christians? Core Unit (C)	<u>NYCC L2.5</u> Why are festivals important to religious communities? (C, I, J)	<u>UC LKS2 2A.5 (Salvation)</u> Why do Christians call the day Jesus died 'Good Friday'? Core unit (C)	<u>UC LKS2 2A.6 (Kingdom of God)</u> For Christians, when Jesus left, what was the impact of Pentecost? Core Unit (C)	<u>NYCC L2.1</u> What do different people believe about God? (C, I, H)
Y4 C H J NR	<u>NYCC L2.9</u> What can we learn from religions about deciding what is right and wrong? (C, J, I, NR)	<u>UC LKS2 2A.3 (Incarnation)</u> What is the 'Trinity' and why is it important for Christians? Digging Deeper (C)	<u>NYCC L2.8</u> What does it mean to be a Hindu in Britain today? (H)	<u>UC LKS2 2A.5 (Salvation)</u> Why do Christians call the day Jesus died 'Good Friday'? Digging Deeper (C)	<u>UC LKS2 2A.6 (Kingdom of God)</u> For Christians, when Jesus left, what was the impact of Pentecost? Digging Deeper (C)	<u>NYCC L2.6</u> Why do some people think that life is like a journey and why significant experiences mark this? (C/ J/ H)
Y5 C I J NR	<u>NYCC U2.1</u> Why do some people believe God exists? (C, NR)	<u>U.C UKS2 2B.4 (Incarnation)</u> Why do Christians believe Jesus was the Messiah? Core Learning (C)	<u>NYCC U2.6</u> What does it mean to be a Muslim in Britain today? (I)	<u>U.C UKS2 2B.6 (Salvation)</u> What did Jesus do to save Human beings? Core Learning (C)	<u>U.C UKS2 2B.8 (Kingdom of God)</u> What kind of King is Jesus? Core (C)	<u>NYCC U2.3</u> If God is everywhere why go to a place of worship? (C, I, J)

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<p>Y6 C I J H NR</p>	<p><u>NYCC U2.7</u> What matters most to Humanists and Christians? (C, NR, I, J)</p>	<p><u>Barnsley Syllabus</u> The Jewish faith (KS2) Short course (J)</p>	<p><u>U.C.U (Inca)</u> W Chr believ wa Me: Di de</p>	<p>Y6 C I Hum</p>	<p><u>NYCC U2.3</u> What do religions say when life gets hard? (C, H, Hum)</p>	<p><u>Barnsley Sy B.6 (Salvation)</u> The Jewish faith: Jesus do to an beings? (J) Deeper</p>	<p><u>U.C UKS2 2B.4 (Incarnation)</u> What kind of King is Jesus? Digging Deeper (C)</p>	<p><u>NYCC U2.3</u> What do religions say when life gets hard? (C, H, NR)</p>
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Possible religions which could be covered each half term are in brackets e.g. (C, I, J, Hum)

(Christianity, Islam, Judaism, Humanism).

Please note that these are suggestions and not all religions within the bracket will be covered in the unit.

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Where possible take opportunities to link concepts to Christianity and compare with other religions - remember no one stands no where, we all come with our own ideas and opinions on life, the children need to develop and explore these. We want RE literate children who can discuss/debate be accepting of other people's beliefs and opinions.

Link our school Christian values where you can.

UC - units need more work putting in at the start of the unit to plan, use the planning sheets I have if needed, use the teacher notes and always ask for help if unsure.

NYCC units, not all lesson plans within the unit and not all religions will be covered in each unit.

Use a big question to start the unit and allow the children time to answer that question at the end.

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