



## RE Whole School Long Term Planning Overview

The requirements of the syllabus cannot be fulfilled unless at least 5% of curriculum time is allocated to the teaching of Religious Education.

- In **Key Stage 1** the requirement is for **36 hours per year**.
- In **Key Stage 2** the requirement is for **45 hours per year**.

Please note that the **enquiry questions** are colour coded depending on the type of question being discussed **Red** (theology), **Green** (Human and Social Sciences), **Blue** (Philosophy) & **Purple** (other). Enquiry questions are statutory, but you **can** devise your own.

<b>Reception: (3 terms)</b> Christianity Other enquires that meet the ELG: People, Culture and Communities	<b>Key Stage 1: Year 1 &amp; Year 2 (6 terms)</b> Christianity 4.5 terms, Judaism 1 term & Free choice of enquiry 0.5 term
<b>Key Stage 2 Year 3 &amp; Year 4 (6 terms)</b> Christianity 3 terms or equivalent Islam 1.5 terms or equivalent Judaism 1 term or equivalent Free choice of enquiry 0.5 term	<b>Key Stage 2 Year 5 and Year 6 (6 terms)</b> Christianity 3 terms or equivalent Islam 1 term or equivalent Hindu Dharma 1 term or equivalent Free choice of enquiry 1 term

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	Topic: <b>Christianity</b> <b>Overarching question:</b> <b>What makes people special? What do religious people learn from stories?</b>  For overview/content see planning  <b>Key Stage Statements:</b> <b>EYFS – 1 &amp; 7</b>	Topic: <b>Christianity</b> <b>Overarching question:</b> <b>What makes people special? What do religious people learn from stories?</b>  For overview/content see planning  <b>Key Stage Statements:</b> <b>EYFS – 2, 3, 4, 7 &amp; 8</b>	Topic: <b>Christianity</b> <b>Overarching question:</b> <b>How do celebrations bring Christians together in different ways?</b>  For overview/content see planning  <b>Key Stage Statements:</b> <b>EYFS – 1, 6 &amp; 8</b>	Topic: <b>Christianity</b> <b>Overarching question:</b> <b>How do celebrations bring Christians together in different ways?</b>  For overview/content see planning  <b>Key Stage Statements:</b> <b>EYFS – 5, 6 &amp; 8</b>	Topic: <b>Christianity</b> <b>Overarching question:</b> <b>Who and what is special to me? Why should we look after the world?</b>  For overview/content see planning  <b>Key Stage Statements:</b> <b>EYFS – 3, 7 &amp; 8</b>	Topic: <b>Christianity</b> <b>Overarching question:</b> <b>Who and what is special to me? Why should we look after the world?</b>  For overview/content see planning  <b>Key Stage Statements:</b> <b>EYFS – 1</b>
<b>Cross Curricular Links/ EYFS Learning Goals Links</b> Understanding the world; people and communities, the world. 9. ELG: Understanding the World: Past and Present Talk about the lives of the people around them and their roles in society. 10. ELG: Understanding the World: 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						
	Sticky thread covered: <b>Belonging</b>	Sticky thread covered: <b>Belonging &amp; Celebration</b>	Sticky thread covered: <b>Belonging</b>	Sticky thread covered: <b>Celebration</b>	Sticky thread covered: <b>World Personal Belief &amp; Belonging</b>	Sticky thread covered: <b>World Personal Belief &amp; Belonging</b>

	<p><b>Suggested enquiry questions:</b>  Why are people special? Why am I special? How did my family get ready to welcome me? How has school welcomed me? How do Christians /Jews/other groups have special ways of welcoming babies? What does it mean to be religious?</p>	<p><b>Suggested enquiry questions:</b>  Why do Christians perform special nativity plays at Christmas?</p>	<p><b>Suggested enquiry questions:</b>  How do people describe God?  How do Christians describe God?</p>	<p><b>Suggested enquiry questions:</b>  Which times are special for Christians?  Easter theme</p>	<p><b>Suggested enquiry questions:</b>  Why do Christians go to church?  Why is the church special for Christians?  Why are other places special for believers?</p>	<p><b>Suggested enquiry questions:</b>  How do Christians, Jews &amp; Muslims say we should look after the world?</p>
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Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	<p>Topic: <b>Christianity</b></p> <p><b>Overarching question:</b>  <b>What do people believe about God?</b>  <b>How are people special?</b></p> <p>For overview/content see planning</p> <p><b>Key Stage Statements:</b>  Yr. 1/2 – 9 &amp; 11</p>	<p>Topic: <b>Christianity</b></p> <p><b>Overarching question:</b>  <b>How do people celebrate special times?</b></p> <p>For overview/content see planning</p> <p><b>Key Stage Statements:</b>  Yr. 1/2 – 1, 3, 4 &amp; 13</p>	<p>Topic: <b>FREE CHOICE (Christianity)</b></p> <p><b>Overarching question:</b>  <b>How do people decide what is right and what is wrong?</b></p> <p>For overview/content see planning</p> <p><b>Key Stage Statements:</b>  Yr. 1/2 – 15 &amp; 16</p>	<p>Topic: <b>Christianity:</b></p> <p><b>Overarching question:</b>  <b>Why do people mark Easter in different ways?</b></p> <p>For overview/content see planning</p> <p><b>Key Stage Statements:</b>  Yr. 1/2 – 2, 3 &amp; 4</p>	<p>Topic: <b>Christianity</b></p> <p><b>Overarching question:</b>  <b>What does it mean to belong? How do groups express this differently?</b></p> <p>For overview/content see planning</p> <p><b>Key Stage Statements:</b>  Yr. 1/2 – 6 &amp; 7</p>	<p>Topic: <b>Judaism</b></p> <p><b>Overarching question:</b>  <b>Why are some places more important to people than others?</b></p> <p>For overview/content see planning</p> <p><b>Key Stage Statements:</b>  Yr. 1/2 – 8, 9 &amp; 10.</p>
	<p><i>Builds on from:</i>  <b>EYFS Spring term 1 - Knowledge about God</b></p>	<p><i>Builds on from:</i>  <b>EYFS Autumn term 2 – Nativity Plays</b></p>	<p><i>Builds on from:</i>  <b>EYFS -2,7</b></p>	<p><i>Builds on from:</i>  <b>EYFS 5,6,8</b></p>	<p><i>Builds on from:</i>  <b>EYFS 3,7,8</b></p>	<p><i>Builds on from:</i></p>
	<p><b>Sticky thread covered:</b>  <b>God, the World &amp; self</b></p>	<p><b>Sticky thread covered:</b>  <b>Belonging Celebration</b></p>	<p><b>Sticky thread covered:</b>  <b>Personal Belief.</b>  <b>Marking life's journey</b></p>	<p><b>Sticky thread covered:</b>  <b>Belonging, Celebration</b></p>	<p><b>Sticky thread covered:</b>  <b>Belonging</b></p>	<p><b>Sticky thread covered:</b>  <b>Belonging</b></p>
	<p><b>Suggested enquiry questions:</b>  How do people describe God? What do Christians believe about God? What does the Bible say about creation? What do Jews &amp; Christians believe about creation?</p>	<p><b>Suggested enquiry questions:</b>  How and why do people celebrate Christmas? How do Christians celebrate Christmas? What can we learn that Christians believe about Jesus from the nativity story?</p>	<p><b>Suggested enquiry questions:</b>  How do people decide what is right &amp; wrong?</p>	<p><b>Suggested enquiry questions:</b>  What happened when Jesus went to Jerusalem?  How do Christians celebrate Easter in church? At home?  What happens in church at Easter?  <b>Why was the empty tomb good news for Christians?</b></p>	<p><b>Suggested enquiry questions:</b>  What does it mean when someone belongs to a Christian community? What do Christians mean by the word 'church'?  Belonging to other groups?</p>	<p><b>Suggested enquiry questions:</b>  What can we find about Judaism by exploring a synagogue?  Why is going to synagogue important to Jews?  What is the role of the rabbi?  Is it similar or different to other leaders of religious/non-religious worldviews?</p>

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2	<p>Topic: <b>Christianity</b></p> <p><b>Overarching question:</b> <b>Why are stories important in different ways? How can they be puzzling? What can people learn from them?</b></p> <p>For overview/content see planning</p> <p><b>Key Stage Statements:</b> Yr. 1/2 – 5.</p>	<p>Topic: <b>Christianity</b></p> <p><b>Overarching question:</b> <b>Why are stories important in different ways? How can they be puzzling? What can people learn from them?</b></p> <p>For overview/content see planning</p> <p><b>Key Stage Statements:</b> Yr. 1/2 – 1,3 &amp; 4</p>	<p>Topic: <b>Judaism</b></p> <p><b>Overarching question:</b> <b>What might people learn from the story of Abraham?</b></p> <p>For overview/content see planning</p> <p><b>Key Stage Statements:</b> Yr. 1/2: 12, 13 &amp; 15</p>	<p>Topic: <b>Christianity</b> <b>(Spring 2 OPTIONAL FREE CHOICE – Also taught in Y1, Spring 1)</b></p> <p><b>Overarching question:</b> <b>How do people choose what is right and wrong?</b></p> <p>For overview/content see planning</p> <p><b>Key Stage Statements:</b> Spring 1 - Yr. 1/2 – 2, 3, 8, 13 &amp; 14. Spring 2 - Yr. 1/2 – 15 &amp; 16</p>	<p>Topic: <b>Christianity</b></p> <p><b>Overarching question:</b> <b>Why are leaders, symbols, and artefacts important to people?</b></p> <p>For overview/content see planning</p> <p><b>Key Stage Statements:</b> Yr. 1/2 – 7 &amp; 10</p>	<p>Topic: <b>Christianity</b></p> <p><b>Overarching question:</b> <b>How do religious/ non-religious families show they belong?</b></p> <p>For overview/content see planning</p> <p><b>Key Stage Statements:</b> Yr. 1/2 – 3, 7, 10 &amp; 15</p>
	<i>Builds on from:</i> <b>EYFS 3,6</b>	<i>Builds on from:</i> <b>EYFS 2,3,4</b>	<i>Builds on from:</i> <b>Builds on from: EYFS 6</b>	<i>Builds on from:</i> <b>EYFS - 2 or 7</b>	<i>Builds on from:</i> <b>EYFS 7</b>	<i>Builds on from:</i> <b>EYFS 4, Yr. 1 6,7 and previous terms work on religious leaders</b>
	<i>Sticky thread covered:</i> <b>Authority, Personal belief</b>	<i>Sticky thread covered:</i> <b>Authority, Personal belief</b>	<i>Sticky thread covered:</i> <b>Authority</b>	<i>Sticky thread covered:</i> <b>Personal Belief</b>	<i>Sticky thread covered:</i> <b>Authority</b>	<i>Sticky thread covered:</i> <b>Belonging</b>
	<p><b>Suggested enquiry questions:</b></p> <p>What makes stories important to us?</p> <p>What is a sacred text?</p> <p>Why is the Bible important to Christians?</p> <p><b>What is the most important teaching of Jesus?</b></p>	<p><b>Suggested enquiry questions:</b></p> <p><b>Incarnation</b></p> <p><b>What does the visit of the magi from the East teach Christians about Jesus?</b></p> <p><b>What questions might the story of Christmas make you ask? How would we answer the questions?</b></p>	<p><b>Suggested enquiry questions:</b></p> <p>Why is Abraham important to Jews and Christians?</p> <p>What could Jews learn about God from Abraham's story?</p>	<p><b>Suggested enquiry questions:</b></p> <p>Why do some people choose to obey God?</p> <p>Sp1 -Why did some people not want to obey GOD?</p> <p>Why did Moses not want to do what God asked of him?</p> <p>Sp2 -How do people decide what is right &amp; wrong?</p>	<p><b>Suggested enquiry questions:</b></p> <p>Who leads a Christian community?</p> <p>Who can lead a Jewish community?</p> <p>Do people follow other religious/ non-religious leaders? Why?</p> <p>How do different Christian/Jewish communities use artefacts?</p>	<p><b>Suggested enquiry questions:</b></p> <p>How &amp; why do people have special ways of welcoming babies? - (Jews- girls; Hindus, Christians, &amp; Humanists &amp; if time allows other groups)</p> <p>What are the ways Humanists mark special events?</p>

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3	<p>Topic: <b>Christianity</b></p> <p><b>Overarching question:</b> <b>How do religious &amp; non-religious people talk about God?</b></p> <p>For overview/content see planning</p> <p>Key Stage Statements: Yr. 3/4 – 17,19,38</p>	<p>Topic:</p> <p><b>Overarching question:</b> <b>How do people decide what they believe is right or wrong?</b></p> <p>For overview/content see planning</p> <p>Key Stage Statements: Y3/4 – 19, 22 &amp; 35</p>	<p>Topic: <b>Islam</b></p> <p><b>Overarching question:</b> <b>Why is there diversity within beliefs?</b></p> <p>For overview/content see planning</p> <p>Key Stage Statements: Y3/4: 24,25 &amp; 26</p>	<p>Topic: <b>Christianity</b></p> <p><b>Overarching question:</b> <b>How do people talk about life after death?</b></p> <p>For overview/content see planning</p> <p>Key Stage Statements: Y3/4: 19, 20</p>	<p>Topic: <b>Christianity</b></p> <p><b>Overarching question:</b> <b>How do beliefs shape identity?</b></p> <p>For overview/content see planning</p> <p>Key Stage Statements: Yr. 3/4 – 23</p>	<p>Topic: <b>Judaism</b></p> <p><b>Overarching question:</b> <b>What does it mean to be a part of a religion or worldview?</b></p> <p>For overview/content see planning</p> <p>Key Stage Statements: Yr. 3/4 – 30,31,37</p>
	<i>Builds on from:</i> <b>Yr1/2: 11,13</b>	<i>Builds on from:</i> <b>Yr1/2: 1,3,4</b>	<i>Builds on from:</i> <b>Yr1/2: 15 &amp; 16</b>	<i>Builds on from:</i> <b>Yr1/2: 3,5</b>	<i>Builds on from:</i> <b>Yr1/2:2,5,8</b>	<i>Builds on from:</i> <b>Yr1/2: 8,14</b>
	Sticky thread covered: <b>God the World &amp; the Self</b>	Sticky thread covered: <b>Authority</b>	Sticky thread covered: <b>Religions &amp; Worldviews in wider world</b>	Sticky thread covered: <b>Marking Life's journey</b>	Sticky thread covered: <b>The Self, Authority</b>	Sticky thread covered: <b>Belonging</b>
	<p>Suggested enquiry questions:</p> <p><b>How do Christians use symbols to describe God? (Briefly visit Trinity as this is revisited in Y4).</b></p> <p>Why is the concept of God important to Jews Christians &amp; Muslims?</p> <p><b>What do others believe about God? eg. humanists, Buddhists, Hindus.</b></p> <p>What do humanists say? Do they all agree?</p> <p>Does the idea of God make sense?</p>	<p>Suggested enquiry questions:</p> <p><b>Incarnation</b></p> <p><b>Is there a right way to welcome a new baby? (P4C)</b></p> <p>How important is it to people that people that they re-enact the nativity every year?</p> <p><b>Why do Christians call Jesus saviour at Christmas?</b></p>	<p>Suggested enquiry questions:</p> <p><b>How do different Muslims express their different beliefs about God (Allah)?</b></p> <p><b>What does it mean to be religious?</b></p> <p><b>Why is Muhammad (PBUH) important to many Muslims in the UK?</b></p>	<p>Suggested enquiry questions:</p> <p>What can we learn about the resurrection from the arts?</p> <p><b>What difference does believing in the resurrection make?</b></p> <p>Why do Christians believe God rescued people? What do differing groups say?</p> <p>Can people come back to life? Is there life after death?</p>	<p>Suggested enquiry questions:</p> <p>How do Christian/Humanist beliefs shape their identity? What do they do to show they belong? How do communities differ?</p> <p><b>Do all Christians need artefacts to worship God?</b></p> <p><b>Are you a Christian if you don't go to church?</b></p>	<p>Suggested enquiry questions:</p> <p>Are celebrations important to people?</p> <p>Do all Jewish groups mark important events in the same way? How and why do Jews celebrate?</p> <p><b>Is belonging to a community important to all Jews/Humanists?</b></p> <p><b>How and why is freedom linked to Passover? (P4C)</b></p>

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4	<p>Topic: <b>Christianity</b></p> <p><b>Overarching question:</b> <b>How do beliefs shape people's lives? How have they changed over time?</b></p> <p>For overview/content see planning</p> <p>Key Stage Statements: <b>Y3/4 – 21 &amp; 23</b></p>	<p>Topic: <b>Christianity</b></p> <p><b>Overarching question:</b> <b>What do different Christians believe God is like? Why do some people not believe in God?</b></p> <p>For overview/content see planning</p> <p>Key Stage Statements: <b>Y3/4 :17,18, &amp; 38</b></p>	<p>Topic: <b>Islam</b></p> <p><b>Overarching question:</b> <b>How have religious people contributed to local and global society?</b></p> <p>For overview/content see planning</p> <p>Key Stage Statements: <b>Y3/4 – 27 &amp; 28</b></p>	<p>Topic: <b>Judaism</b></p> <p><b>Overarching question:</b> <b>Where do religious ideas come from?</b></p> <p>For overview/content see planning</p> <p>Key Stage Statements: <b>Y3/4 - 32,33,34,36 &amp; 37</b></p>	<p>Topic:</p> <p><b>Overarching question:</b> <b>What kind of world do we want to live in? What impact can I have?</b></p> <p>For overview/content see planning</p> <p>Key Stage Statements: <b>Y3/4: 29,39 &amp; 40</b></p>	<p>Topic: <b>Free Choice Enquiry</b></p> <p><b>Overarching question:</b> <b>What kind of world do we want to live in? What impact can I have?</b></p> <p>For overview/content see planning</p> <p>Key Stage Statements: <b>Y1/2 – 39 &amp; 40</b></p>
	<p><i>Builds on from:</i> <b>Yr.1/2:5,8</b></p>	<p><i>Builds on from:</i> <b>Yr1/2: 1,3,4,15</b></p>	<p><i>Builds on from:</i> <b>Yr. 1/2: 15,16</b></p>	<p><i>Builds on from:</i> <b>Yr. 1/2: 8.9</b></p>	<p><i>Builds on from:</i> <b>Yr.1/2: 8,15,16</b></p>	<p><i>Builds on from:</i> <b>Yr.1/2: 13,15</b></p>
	<p>Sticky thread covered: <b>Personal belief</b></p>	<p>Sticky thread covered: <b>God, the World &amp; Self</b></p>	<p>Sticky thread covered: <b>Religions &amp; Worldviews in wider world</b></p>	<p>Sticky thread covered: <b>Religions &amp; Worldviews in wider world</b></p>	<p>Sticky thread covered: <b>God the World &amp; Self. Personal Worldview in wider world</b></p>	<p>Sticky thread covered: <b>God the World &amp; Self. Personal Worldview in wider world</b></p>
<p>Suggested enquiry questions: How do beliefs shape people's lives? How do they differ? What does it mean to a Christian to live according to what the Bible says? What do other religions/ non-religious groups say you should believe? Does love really exist &amp; can it change the world?</p>	<p>Suggested enquiry questions: <b>What does Christian art teach about the Trinity? Why is Jesus seen as King, Saviour, and brother? Why do Christians say 'Father, Son &amp; Holy Spirit? What do humanist philosophers say about God? What do I think?</b></p>	<p>Suggested enquiry questions: Is Muhammad important to all Muslims? How have Muslims contributed to local &amp; world history? (historical question). How do other religious groups contribute to society? (sociological)</p>	<p>Suggested enquiry questions: <b>What makes something sacred/holy for some people?</b> How does following a set of rules make you a good person? How and why is the TORAH important to Jews? Where do we get our beliefs from? 'Nobody stands nowhere' What makes you, you? How do I know what to believe?</p>	<p>Suggested enquiry questions: How do people of religious/non-religious worldviews respond to world poverty? <b>Is it always right to give to charity?</b> Aid agencies: How &amp; why do people within religions/ worldviews (use 3 traditions) work for justice and equality? (anthropology)</p>	<p>Suggested enquiry questions: How does having a religious/non-religious worldview affect the way we should care for the planet? What is my response? Why is attention to community and equality of all humans important to Sikhs?</p>	

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5	<p>Topic: <b>Hindu Dharma</b></p> <p><b>Overarching question:</b> <b>How do Hindus make sense of their world? Why is light important?</b></p> <p>For overview/content see planning</p> <p>Key Stage Statements: Y5/6 – 58, 59, 60, 61</p>	<p>Topic: <b>Christianity</b></p> <p><b>Overarching question:</b> <b>How do people use sources of authority to determine beliefs?</b></p> <p>For overview/content see planning</p> <p>Key Stage Statements: Y5/6: 46, 47</p>	<p>Topic: <b>Islam</b></p> <p><b>Overarching question:</b> <b>How can other people’s beliefs inspire our lives?</b></p> <p>For overview/content see planning</p> <p>Key Stage Statements: Yr. 5/6 - 50,51,52,55,56</p>	<p>Topic: <b>Christianity</b></p> <p><b>Overarching question:</b> <b>How have expressions of belief influenced art and music?</b></p> <p>For overview/content see planning</p> <p>Key Stage Statements: Y3/4 – 41,44,49</p>	<p>Topic: <b>Free Choice Enquiry- Humanism</b></p> <p><b>Overarching question:</b> <b>What do people believe about the origins of the world?</b></p> <p>For overview/content see planning</p> <p>Key Stage Statements: Yr5/6 – 69 &amp; 70</p>	<p>Topic: <b>Christianity</b></p> <p><b>Overarching question:</b> <b>Are pilgrimage journeys important? How have they changed over time?</b></p> <p>For overview/content see planning</p> <p>Key Stage Statements: Y5/6 – 66,67</p>
	<i>Builds on from:</i> <b>Yr.3/4 -35,38</b>	<i>Builds on from:</i> <b>Yr. 3/4 -23</b>	<i>Builds on from:</i> <b>Yr.3/4 -25,26</b>	<i>Builds on from:</i> <b>Yr. 3/4 - 20,21,27,31</b>	<i>Builds on from:</i> <b>Yr.3/4 – 39, 40</b>	<i>Builds on from:</i> <b>Yr.3/4 - 27,30,33,39,40</b>
	<b>Sticky thread covered:</b> <b>God, World, Self</b>	<b>Sticky thread covered:</b> <b>Authority, Personal Belief</b>	<b>Sticky thread covered:</b> <b>God, World, Self</b>	<b>Sticky thread covered:</b> <b>Religion/Worldviews in wider world</b>	<b>Sticky thread covered:</b> <b>Authority</b>	<b>Sticky thread covered:</b> <b>Are journeys important? Is life a journey?</b>
	<p>Suggested enquiry questions:</p> <p><b>Is the idea of one God important in Hindu Dharma?</b></p> <p>Why is Rama important to Hindus? How &amp; why do some Hindus celebrate?</p> <p><b>Why is the idea of light &amp; darkness important in other faiths?</b></p> <p><b>Where do these ideas about come from?</b></p>	<p>Suggested enquiry questions:</p> <p><b>What is truth?</b></p> <p>How does the Bible help Christians to live?</p> <p><b>What was important to some about the teaching of Jesus? Eg Sermon on mount.</b></p> <p>Are sources for sacred texts reliable? (compare with Hindu texts)</p>	<p>Suggested enquiry questions:</p> <p>Why is Muhammad (pbuh) important to Muslim people?</p> <p>What do Muslims believe about the origins and authority of the Qur’an?</p> <p>Why do Muslims believe that Allah is immanent? How is this reflected in their daily life? How do Muslims submit to Allah?</p> <p><b>Why does Allah allow Muslims to do wrong? Are Angels real? Are we alone in the universe?</b></p>	<p>Suggested enquiry questions:</p> <p><b>How have religious/non-religious worldviews influenced art and music historically? Now?</b></p> <p>How have expressions of worship changed over time? <b>Does worship make people happy? What do humanists say makes you happy?</b></p>	<p>Suggested enquiry questions:</p> <p><b>Does Science prove Genesis is false? (wrong)</b></p> <p><b>Creation &amp; Science conflicting or complimentary?</b></p>	<p>Suggested enquiry questions:</p> <p><b>What does pilgrimage teach religious people? Do non-religious people express similar ideas?</b></p> <p><b>What influences how religious /non-religious people live e.g., dress, go on pilgrimage, eat, social media etc? (sociology question)</b></p>

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
6	<p>Topic: <b>Hindu Dharma</b></p> <p><b>Overarching question: How have beliefs about God changed over time?</b></p> <p>For overview/content see planning</p> <p>Key Stage Statements: <b>Y5/6 – 61,63,65</b></p>	<p>Topic: <b>Christianity</b></p> <p><b>Overarching question: How religious/ non-religious people explain suffering?</b></p> <p>For overview/content see planning</p> <p>Key Stage Statements: <b>Y5/6: 41,42,43</b></p>	<p>Topic: <b>Islam</b></p> <p><b>Overarching question: How do my personal beliefs affect the way life is lived?</b></p> <p>For overview/content see planning</p> <p>Key Stage Statements: <b>Yr. 5/6 - 53,54,55,57</b></p>	<p>Topic: <b>Christianity</b></p> <p><b>Overarching question: How do my personal beliefs affect the way life is lived?</b></p> <p>For overview/content see planning</p> <p>Key Stage Statements: <b>Y5/6- 45, 48</b></p>	<p>Topic: <b>Christianity</b></p> <p><b>Overarching question: What does it mean to be human? How do beliefs shape a person's identity?</b></p> <p>For overview/content see planning</p> <p>Key Stage Statements: <b>Yr5/6 – 62, 64, 68</b></p>	<p>Topic: <b>Free Choice Enquiry- Humanism</b></p> <p><b>Overarching question: What does it mean to be human? How do beliefs shape a person's identity?</b></p> <p>For overview/content see planning</p> <p>Key Stage Statements: <b>Yr5/6 – 68, 69, 70</b></p>
	<i>Builds on from: Yr.3/4 -35,39,40</i>	<i>Builds on from: Y3/4:17,18</i>	<i>Builds on from: Yr.3/4 -24,25,27,28</i>	<i>Builds on from: Y3/4 29</i>	<i>Builds on from:</i>	<i>Builds on from: Y3/4 39, 40</i>
	Sticky thread covered: <b>God the world the self</b>	Sticky thread covered: <b>Authority, life's journey</b>	Sticky thread covered: <b>Personal belief</b>	Sticky thread covered: <b>Personal belief/Authority</b>	Sticky thread covered: <b>God the world self; Personal Belief. R/WV in wider world.</b>	Sticky thread covered: <b>God the world self; Personal Belief. R/WV in wider world.</b>
	<p>Suggested enquiry questions:</p> <p>How and why do most Hindus show respect for living things? How do ideas differ between groups?</p> <p>Does believing in God make sense?</p> <p>What is philosophy in religion/worldviews?</p> <p>Does faith make belief stronger?</p>	<p>Suggested enquiry questions:</p> <p><b>Is believing in God in hard times giving people false hope?</b></p> <p><b>How does the bible describe Jesus as messiah?</b></p> <p>Is believing Jesus was the messiah reasonable?</p> <p>Why is there suffering in the world? How do differing views attempt to explain it?</p>	<p>Suggested enquiry questions:</p> <p>What does it mean to be a Muslim in the UK today?</p> <p>How do Muslims show the idea of one community across the world?</p> <p>How do other people express community?</p> <p>Is prayer a unifying factor?</p> <p>Isn't everyone in the world connected anyway? Discuss</p>	<p>Suggested enquiry questions:</p> <p><b>Why is the resurrection story different and similar in the gospel stories?</b></p> <p><b>Where are the signs of salvation in churches?</b></p> <p><b>Do you need to believe that the resurrection really happened to be a Christian?</b></p> <p>What happens when you die?</p>	<p>Suggested enquiry questions:</p> <p>How easy is it to be religious? What does it mean to be part of a diverse UK &amp; global religious/non-religious community? How do religions bring both peace &amp; conflict? How do religious/non-religious groups contribute to society? Does the media impact people's worldviews? How do people decide what to believe?</p>	<p>Suggested enquiry questions:</p> <p>Heroes of faith? Past &amp; Present? Impact?</p> <p>Who are heroes? Are heroes saints?</p> <p>What makes a hero? What impact did heroes leave on the world?</p>



