



Skylarks and Birch Y5/6 (2-year cycle, following whole school topic plan)

	Autumn		Spring		Summer
Y e a r 1 2 0 2 2 - 2 3	<p>Why do we go on journeys? To include... What is the journey of life? Why do people go on pilgrimages Walsingham? Does it have to be a religious place? Why is going on Hajj important to Muslims? Do you have to be religious to be a pilgrim or go on a pilgrimage? What is the importance of the River Ganges to Hindus?</p> <p>Resource Suggestions: Norfolk Agreed Syllabus Exemplar Unit, also see http://www.stir-up.org.uk/documents/LKS2Pilgrimage.pdf</p>	<p>Can one person change the world? To include... Christian belief that Jesus challenges everyone about how to live Jesus shows love and forgiveness to unlikely people Christians try to be like Jesus Christianity's link to social justice</p> <p>Resource Suggestions: Understanding Christianity – Gospel (Y5/6), Kingdom of God (Y5/6)</p>	<p>Creation and Science: Conflicting or complimentary To include... Debate and controversy around the relationship between accounts of creation in Genesis and contemporary scientific accounts The purpose and interpretation of texts How do Christians find faith and science go together? Discoveries of science and Christian awe and wonder</p> <p>Resource Suggestions: Understanding Christianity – Creation and the Fall (Y5/6)</p>	<p>Why should we care for animals? To include... Links to creation stories from Christianity and other religions Sacred animals and their role in religion Ethics and animal testing Moral/social views of vegetarians/vegans etc. What extent do you think we should care for animals? Justifying ideas using sources</p>	<p>Do all religions and beliefs view God in the same way? To include... Trinity, I am sayings Muslim views about God- Shahadah, Tawhid, Hindu views about God- Trimurti Humanist/atheist views Tribal religions/cults e.g. aborigine Explore diversity of views, including the pupils' own.</p> <p>Resource Suggestions: RE Ideas- God, Opening up Islam, Opening up Hinduism, Norfolk Enquiry Unit for KS3 could be adapted</p>



Blue Sky Federation long-term RE planning (based on guidance from the Diocese of Norwich)

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Y e a r 2 2 0 2 3 - 2 4	<p>How do Christians around the world express and interpret their faith?</p> <p>To include...</p> <p>Incarnation - How is the story of the incarnation interpreted around the world?</p> <p>What can we learn from the different gospel writers about the message of the incarnation?</p> <p>Incarnation - How do Christians around the world celebrate Advent and Christmas? (short unit)</p> <p>Gospel - What is the significance of the Eucharist for Christians around the world?</p> <p>Including idea of reconciliation, Salvation - How have Christian artists interpreted the salvation narrative? e.g. Hunger cloths, paintings, music, sculpture</p> <p>Resource Suggestions: Understanding Christianity – Incarnation (Y5/6)</p> <p>Where in the world?</p> <p>Barnabas in schools, also see</p> <p>http://www.stirup.org.uk/documents/UKS2Whodopeoplesaythatlam.pdf [This link doesn't work currently 18/08/21]</p>	<p>Is happiness important?</p> <p>To include...</p> <p>Links to previous topic on Christian understanding of happiness and fulfilment e.g. service</p> <p>Ideas on how happiness and purpose is viewed by Muslims, Buddhists and humanists</p> <p>What does society understand by happiness?</p> <p>Exploration of how morals are often based on how people view their purpose in life e.g. hedonism, doing good, simple life</p> <p>How do we form a moral code?</p> <p>Is our happiness or the happiness of others more important? Link to philosophers ideas on community e.g. Aristotle and John Locke</p>	<p>How does worshipping God make a difference to Hindus?</p> <p>To include...</p> <p>Dharma, Karma, samsara....</p> <p>Ahimsa, puja...</p> <p>Hindu How was Mahatma Gandhi influenced by the concept of ahimsa?</p> <p>Resource Suggestions: Opening up Hinduism (RE Today), www.ECRE.co.uk/plans</p>