

Objectives for each unit have been adapted from the Manchester Scheme to ensure clear endpoints for each Unit, Year Group and Key Stage.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reception</b>	<b>Which stories are special and why?</b>	<b>Which people are special and why?</b>	<b>Which places are special and why?</b>	<b>Which times are special and why?</b>	<b>Where do we belong?</b>	<b>What is special about our world?</b>
	ELG 1, 2,3 6, 7, 8, 13, 14, 17 Look at what makes us the same and different to others.	ELG 1, 2,3 6, 7, 8, 13, 14, 17 Learn about and celebrate a range of festivals and celebrations from around the world Christmas Diwali	ELG 1, 2,3 6, 7, 8, 13, 14, 17 Identify a special places and what makes them special  Eid Ul Fitr Holi	ELG 1, 2,3 6, 7, 8, 13, 14, 17 Identify some ways different religions celebrate special times Lent, Godd Friday and Easter	ELG 1, 2,3 6, 7, 8, 13, 14, 17 Learn about different feelings and talk about How festivals are celbretd in different faiths Eid- Ul Adha	ELG 1, 2,3 6, 7, 8, 13, 14, 17 Develop compassion for others through a caring and supportive environment
<b>Year 1</b>	1.1 Believing: Who is a Christian and what do they believe?	1.6 Expressing: How and why do we celebrate special and sacred times? (Christianity: Harvest and Christmas)	1.5 Expressing: What makes some places sacred? (Christianity and Islam)	1.6 Expressing: How and why do we celebrate special and sacred times?(Year 1 – Christianity:days in Lent (e.g. Pancake day, Good Friday, Easter	1.7 Living: What does it mean to belong to a faith community?(Christians and Muslims)	1.3 Believing: Who is a Hindu and what do they believe?
<b>Objectives</b>	R1a Talk about some simple ideas about Christian beliefs about God and Jesus.  R1b Talk about issues of good and bad, right and wrong arising from stories in the bible .	R1c Identify a special time they celebrate and explain simply what celebration means.  R1d Know that Harvest, Christmas, Chanukkah and Diwali are religious festivals.	R1e Identify special objects and symbols found in a place where people worship and talk about what they mean and how they are used.  R1f Talk about how stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe.	R1g Identify some ways different religions celebrate special times.  R1h Know that Easter, Passover and Eid are religious festivals.	R1i Recognise and name some symbols of belonging from different religions.  R1j Describe religious ceremonies such as marriage or baptism.	R1k Talk about some simple ideas about Hindu beliefs about God.  R1l Retell a story that shows what Hindus believe about God.
<b>Year 2</b>	1.2 Believing: Who is a Muslim and what do they believe?	1.6 Expressing: How and why do we celebrate special and sacred times? (Christianity: Harvest and Christmas)	1.3 Believing: Who is Jewish and what do they believe?	1.6 Expressing: How and why do we celebrate special and sacred times? Year 2 – Christianity: Lent, Holy Week and Easter Islam: Ramadan and Eid	1.4 Believing: What can we learn from sacred books? (Christian, Muslims, Islam, Sikhism)	1.8 Believing: What can we learn from sacred books?  (Christianity, Islam and Hinduism )

<b>Objectives</b>	R2a Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah.	R2c identify some ways different religions celebrate special times.	R2e Talk about how the mezuzah in the home reminds Jewish people about God.	R2g Identify some ways different religions celebrate special times.	R2i Recognise that sacred texts contain stories which are special to many people and should be treated with respect.	R2k Re-tell stories from different faiths about caring for others and the world.
	R2b Re-tell a story about the life of the Prophet Muhammad.	R2d Talk about stories and meanings connected with Harvest, Christmas, Chanukkah and Diwali and say why these are important to believers.	R2f Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat	R2h Talk about stories and meanings connected with Easter, Passover and Eid and say why these are important to believers	R2j Re-tell stories from different faiths suggesting the meaning of these stories	R2l Talk about how different religions promote the 'Golden Rule', and know why this is important.

<b>Year 3</b>	L2.1 Believing: What do different people believe about God? (Christians, Muslims, Hindus)	L2.5 Expressing: Why are festivals important to religious communities? (Year 3 - Christians, Muslims, Hindus;	L2.2 Believing: Why is the Bible so important to Christians today?	L2.5 Expressing: Why are festivals important to religious communities? Christians, Muslims, Jews	L2.4 Expressing: Why do people pray? (Christians, Muslims, Hindus)	L2.10 Living: How do family life and festivals show what matters to Jewish people?
<b>Objectives</b>	R3a Describe some of the ways in which Christians Hindus and/or Muslims describe God  R3b Identify how and say why it makes a difference in people's lives to believe in God	R3c Retell the stories behind festivals including Christmas, Divali and Hannukah.	R3d Describe some ways Christians say God is like, with examples from the Bible  R3e Explain how the Bible uses different kinds of stories to tell a big story	R3f Retell the stories behind festivals including Lent/Easter, Pesach and Ramadan/Eid.	R3g Explain similarities and differences between how people pray  R3h Describe how people pray in the Christian, Hindu and Muslim religions.	R3i Describe how Jewish people show their beliefs through worship in festivals, both at home and in wider communities R3j Retell the stories behind festivals e.g. Yom Kippur, Pesach
<b>Year 4</b>	L2.3 Believing: Why is Jesus inspiring to some people?	L2.5 Expressing: Why are festivals important to religious communities? Year 4 Christians, Muslims, Sikhs	L2.6 Expressing: Why do some people think that life is like a journey and what significant experiences mark this? (Christians, Hindus, Jewish and non-religious responses eg. Humanist)	L2.5 Expressing: Why are festivals important to religious communities? Christians, Muslims, Jews	L2.8 Living: What does it mean to be a Hindu in Britain today?	L2.9 Living: What can we learn from religions about deciding what is right and wrong? (Christians, Muslims and non-religious responses eg. Humanist)
<b>Objectives</b>	R4a Identify the most important parts of Easter for Christians and say why they are important  R4b Make connections between the	R4c Identify similarities and differences in the way festivals are celebrated within and between religions: Christmas, Diwali and Hannukah	R4e Suggest why some people see life as a journey and identify some of the key milestones on this journey  R4f Explain similarities and differences between	R4g Identify similarities and differences in the way festivals are celebrated within and between religions: Lent/Easter, Ramadan/Eid, Passover/Pesach	H4h 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	H4j Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions

	Easter story of Jesus and Christian belief in creation, the Fall, incarnation and salvation.	R4d Suggest how and why religious festivals are valuable to many people	ceremonies of commitment	R4d Suggest how and why religious festivals are valuable to many people	H4i 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	H4k Make connections between stories of temptation and why people can find it difficult to be good  H4l Discuss their own and others' ideas about how people decide right and wrong
<b>Year 5</b>	U2.1 Believing: Why do some people think God exists?(Christians, Muslims and non-religious responses eg. Humanist)	U2.10 Green religion? How and why should religious communities do more to care for the earth? <i>(Christians, Hindus, Jewish and non religious people)</i>	U2.2 Believing: What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)	U2.4 Expressing: If God is everywhere, why go to a place of worship? (Christians and Jewish faith)	U2.6 Living: What does it mean to be a Muslim in Britain today?	U2.8 Living: What difference does it make to believe in ahimsa (harmlessness), grace and/or Ummah (community)? (Christians, Muslims and Sikhs)
<b>Objectives</b>	R5a Outline clearly a Christian understanding of what God is like, using examples and evidence  R5b Express thoughtful ideas about the impact of believing or not believing in God on someone's life	R5c Explain similarities and differences between religious beliefs about the Earth found in two or more different religions  R5d Discuss and describe their own and others' ideas about the kinds of collaboration, activism and commitment needed to 'save the Earth'  R5e Recognise that there are different points of view about how we respond to climate change issues	R5f Outline three or more examples of Jesus' teaching on how his followers should live  R5g Explain the impact Jesus' example and teachings might have on Christians today  R5h Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today	R5i Outline how and why places of worship fulfil special functions in the lives of believers  R5j Make connections between how believers feel about places of worship in different traditions	R5k Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad.  R5l Describe and reflect on the significance of the Holy Qur'an to Muslims.	R6i Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions  R6j Outline the challenges of being a Hindu, Christian or Muslim in Britain today
<b>Year 6</b>	U2.3 Believing: What do religions say to us when life gets hard? (Christians, Hindus and non-religious responses eg. Humanist)	U2.5 Expressing: Is it better to express your beliefs in arts and architecture or in charity and generosity? (Christians, Muslims, Hindus and non-religious responses eg. Humanist)	U2.10 What can be done to reduce racism? <i>(Christians, muslims, non religious people)</i>	U2.7 Living: What matters most to Christians and Humanists?	Philosophy for Children Unit: Understanding Extremism and Terrorism	
<b>Objectives</b>	H6a Express ideas about how and why religion can help believers when times are hard, giving examples	H6d Describe and make connections between examples of religious creativity (buildings and art.)	R6k Describe examples of connections between antiracism and religion	R6g Describe and compare some Christian and Humanist values.	R6i Understand the factors which lead to extremism R6j Know how communities have responded to incidents of terrorism R6k Explore how values, respect and democracy can strengthen communities.	

	H6b Outline Christian, Hindu and nonreligious beliefs about life after death	H6e Show understanding of the value of sacred buildings and art.  H6f Suggest reasons why some believers see generosity and charity as more important than buildings and art.	R6l Understand the challenges racism presents to human communities and consider different religious responses.  R6m Discuss their own and others' ideas about reducing racism and prejudice, informed by rich knowledge of case studies	R6h Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied.	
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### Notes on Big Life revised RE Long Term Plan 2022 – 27

- The revised Manchester plan includes new UKS2 units: *U2.9 What can be done to reduce racism*, *U2.10 Green Religion*
- We have created room for the two new U2 units by reducing some of the units previously taught as full terms (U2.1 and U2.8) to half terms. This still allows time to teach the key objectives of those units.
- Our LTP had been adapted to include an additional unit on Hinduism. This was done with the aim of supporting our Hindu pupils to feel their religion was reflected in the curriculum. The new unit replaced *1.3 Who is Jewish and what do they believe*.
- There have been occasional complaints at one of our schools from a small number of Arabic families who wished to withdraw their children from RE lessons on the Jewish faith. This tension has been well managed in school, but remains an area of concern. Our policy is that we believe it is highly positive for members of all faiths and none to understand the beliefs, practises and culture of different faith groups. We work to increase understanding through the RE curriculum, in discussions about current affairs, and in our history curriculum which includes the history of the Jewish Community in Manchester. We have now placed *1.3 Who is Jewish and what do they believe* in Y2 Spring 1, and added *L2.10 How do family life and festivals show what matters to Jewish people?* to Y3 Summer 2. This means that we no longer teach *L2.7 What does it mean to be a Christian today*, but we believe there is adequate coverage of this theme in the remaining Y3 units.
- The P4C unit on understanding extremism and terrorism is a highly engaging and challenging unit which builds on the previous RE and PSHE curriculum. It allows year 6 to explore issues of identity, racism and prejudice and is an excellent final unit which lays the foundation for further PSHE and RE study in KS3.

### Objectives

Objectives are based on the learning outcomes from the Manchester Scheme. The scheme gives differentiated learning outcomes for emerging, expected and exceeding. We have chosen overarching objectives for each unit, generally derived from the expected or exceeding learning outcomes. This gives consistency with the Focus approach we use in many other subjects, with all children assessed on a small number of key objectives which we expect every child to achieve and retain. Teachers will refer to the more detailed learning outcomes to adapt and deepen their teaching as appropriate to the needs of their class.