

# Brompton Hall



## Religious Education Long Term Plan

North Yorkshire County Council Locally Agreed Religious Education Syllabus						
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<b>Unit L2.1</b> What do different people believe about God? <b>Strand: Believing</b>  <i>Belief in Gods from the Christian, Hindu and Muslim faiths</i> <i>Introduction to Humanism</i>		<b>Unit L2.4</b> Why do people pray? <b>Strand: Expressing</b>  <i>Different ways to pray for Hindus, Muslims and Christians</i>	<b>Unit 2.5</b> Why are festivals important to religious communities? <b>Strand: Expressing</b>  <i>Christian festivals of Easter and Pentecost</i>	<b>Unit L2.7</b> What does it mean to be a Christian in Britain today? <b>Strand: Living</b>  <i>Christianity</i>	<b>Unit L2.8</b> What does it mean to be a Hindu in Britain today? <b>Strand: Living</b>  <i>Hinduism</i>
Year 4	<b>Unit L2.2</b> Why is the Bible important for Christians today? <b>Strand: Believing</b>  <i>Christianity and the significance of the Bible</i>	<b>Unit L2.3</b> Why is Jesus inspiring to some people? <b>Strand: Believing</b>  <i>Christianity and the role Jesus plays</i>	<b>Unit L2.6</b> Why do some people think that life is a journey? What significant experiences marks this? <b>Strand: Expressing</b>  <i>Christian and Hindu ideas about life as a journey</i>	<b>Unit 2.5</b> Why are festivals important to religious communities? <b>Strand: Expressing</b>  <i>Religious festivals of Lent and Ramadan and Eid-ul-Fitr</i>	<b>Unit L2.9</b> What can we learn from religions about deciding what is right and wrong? <b>Strand: Living</b>  <i>Christianity and Islam</i>	
Year 5	<b>Unit U2.1</b> Why do some people believe God exists? <b>Strand: Believing</b>  <i>Introduction to being and atheist or an agnostic</i>	<b>Unit U2.2</b> What would Jesus do? Can people live by the values of Jesus in the twenty-first century? <b>Strand: Believing</b>  <i>Christianity</i>	<b>Unit U2.4</b> If God is everywhere, why go to a place of worship? <b>Strand: Expressing</b>  <i>Christian places of worship, including Anglican and Baptist churches, Jewish synagogues and The Western Wall, Jerusalem and the pilgrimage to Mecca</i>		<b>Unit U2.6</b> What does it mean to be a Muslim in Britain today? <b>Strand: Living</b>  <i>Islam</i>	
Year 6	<b>Unit U2.3</b> What do religions say to us when life gets hard? <b>Strand: Believing</b>  <i>Christian, Hindu and non-religious ideas about life after death</i>	<b>Unit U2.5</b> Is it better to express your religion in arts and architecture or in charity and generosity? <b>Strand: Expressing</b>  <i>Buildings and charities from different faiths.</i>	<b>Unit U2.7</b> What matters most to Christians and Humanists? <b>Strand: Living</b>  <i>Christian values and Humanist principles</i>		<b>Unit U2.8</b> What difference does it make to believe in Ahimsa (harmlessness), Grace and Ummah (community)? <b>Strand: Living</b>  <i>Focus on the religious belief and practices of grace in Christianity, Ahimsa in Hinduism and Ummah in Islam</i>	
Year 7	<b>Unit 3.3</b> What is so radical about Jesus? <b>Strand: Believing</b>  <b>Religions and worldviews: Christians</b> <i>Have Christians been radical enough</i>		<b>Unit 3.6</b> Should religious buildings be sold to feed the starving? <b>Strand: Expressing</b>  <b>Religions and worldviews Muslims, Sikhs, Christians</b>		<b>Unit 3.8</b> What is good and what is challenging about being a teenage Sikh or Buddhist or Muslim in Britain today? <b>Strand: Living</b>  <b>Religions and worldviews: either Sikhs, Buddhists, Muslims.</b>	



# Brompton Hall

## Religious Education Long Term Plan

<p><b>Year 8</b></p>	<p><b>Unit 3.4</b> Is death the end? Does it matter? <b>Strand: Believing</b></p> <p><b>Religions and worldviews:</b> Christians, Buddhists, non-religious worldviews e.g. Humanists</p>	<p><b>Unit 3.7</b> How can people express the spiritual through the arts? <b>Strand: Expressing</b></p> <p><b>Religions and worldviews:</b> Choose 2 or 3: Buddhists, Christians, Jewish people, Muslims, Sikhs.</p>	<p><b>Unit 3.9</b> Should happiness be the purpose of life? <b>Strand: Living</b></p> <p><b>Religions and worldviews:</b> Buddhists Christians, nonreligious worldviews e.g. Humanists</p>
<p><b>Year 9</b></p>	<p><b>Unit 3.1</b> Do we need to prove God's existence? <b>Strand: Believing</b></p> <p><b>Religions and worldviews:</b> Christian, Buddhist and/or Muslim, nonreligious worldviews e.g. Humanist</p>	<p><b>Unit 3.10</b> Does religion help people to be good? <b>Strand: Living</b></p> <p><b>Religions and worldviews:</b> Christians, Muslims, Sikhs, Buddhist, nonreligious ethical views e.g. Humanists</p>	<p><b>Unit 3.12</b> Is religion a power for peace or a cause of conflict in the world today? <b>Strand: Living</b></p> <p><b>Religions and worldviews:</b> Christians, Muslims, Humanists/ non-religious worldviews</p>
<p><b>Year 10</b></p>	<p>Christianity: explore authentic and central concepts from religion. <b>Stand: Believing/Expressing/Living</b></p>	<p>Sikhism: explore authentic and central concepts from religion. <b>Stand: Believing/Expressing/Living</b></p>	<p>Hinduism: explore authentic and central concepts from religion. <b>Stand: Believing/Expressing/Living</b></p>
<p><b>Year 11</b></p>	<p>Judaism: explore authentic and central concepts from religion. <b>Stand: Believing/Expressing/Living</b></p>	<p>Buddhism: explore authentic and central concepts from religion. <b>Stand: Believing/Expressing/Living</b></p>	<p>Islam: explore authentic and central concepts from religion. <b>Stand: Believing/Expressing/Living</b></p>