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| **Autumn Term** | | | | | | | | | | | |
| **Sources of Wisdom** | | | | **Symbols and Actions** | | | | **Beliefs and Practices (Links to Christmas story)** | | | |
| What would Jesus do? (UC Gospel 2b.5)  **When discussing teachings, relate to their own context and scenarios.**  **Mirrors questions to relate to their own context and that of others.** | What can stories and images of the Buddha tell us about the inspiration for Buddhist beliefs? | How is the Dalai Lama a source of wisdom for many Buddhists?  **Putting Dalai Lama’s teachings into their own, real life scenarios.** | How are Psalms a source of Wisdom?  **Conveying their own message, taking inspiration from psalms. Peer-assessing to share their views with others.** | What links the wheel and the lotus flower in the light of Buddhist teaching and actions? Part 1  **Main focus on Buddhism with focus question ‘What might a Christian think?’, a real life scenario to consider and WMD task to put into their own perspective.** | What links the wheel and the lotus flower in the light of Buddhist teaching and actions? Part 2 | Using a range of artefacts, art, drama and song, explore ways people express meaning. (Mudras) | Why are the Buddha, the Dharma and the Sangha seen as the Three Jewels for some Buddhists?  **Chn applied this into their own context. Who are their three jewels?** | What does it mean to live as a Buddhist/Christian in Britain today? | Pupils develop understanding of Christian concepts though exploring temptation. | Why is Christmas marked differently within the Christian faith family? | Is Christmas only for Christians? |

**KS2 Religious Education Long Term Planner 2023 onwards Year Group:**

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| **Spring Term** | | | | | | | | | | |  | |
| **Identity and Belonging** | | | | **Prayer, Worship and Reflection** | | | | | | | **Beliefs and Practices (Links to Easter story)** | |
| Considering the Eightfold Path, how do Buddhists try to follow the Buddha’s example? | Pupils explore and compare the lives of key leaders from Buddhist contemporary life. | Can someone be a practising Buddhist and still lead a privileged life? | What might be the most difficult aspect of being a Buddhist/ Christian in Britain today? | ‘Christians don’t go to church; Christians are the church.’ What does this mean? | The Dalai Lama said, “There is no need for temples, no need for complicated philosophies. My brain and my heart are my temples; my philosophy is kindness.’ Discuss in the light of the worldviews. | How do prayers such as ‘The Lord’s prayer’ and Buddhist mantras enhance worship? | How and why do many Buddhists try to show compassion to all beings? | Why is meditation and mindfulness so central to Buddhism? | Explore the practice of meditation is the same as praying. | What are the foundations of the Eucharist? | | Pupils develop understanding of Christian concepts though exploring the ascension. |

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| **Summer Term** | | | | | | | | | | | | |
| **Justice and Fairness** | | | | **Human Responsibility and Values** | | | | **Ultimate Questions** | | | | |
| How might the Buddhist concepts of desire, suffering and compassion affect the moral choices of followers? | Pupils write persuasively about the reasons why Buddhists try to help people who are vulnerable. (e.g. victims of natural disasters or prejudice, people who live with disabilities or people affected by war.) | Should the law of the land affect the way religious people choose to live their lives? | Pupils consider the Ten Commandments and the Buddhist eightfold path, expressing ideas about right and wrong?  **Comparing faiths and non-religious worldviews. Write own modern day commandments and consider different faith/worldview interpretations of these.** | How might the Buddhist ‘Five Precepts’ make a perfect World? | How do Buddhist ideas about suffering connect with their thoughts about respect for the environment and animal welfare? | How could humans exercise responsibility for the environment? | What do Christians believe about the relationship between humans, their environments and other living creatures? | | ‘Creation and science.’ Contradictory or complementary? (UC Creation 2b.2**)** | Why doesn’t Karma work for everyone? | What do many Buddhists believe about life after death? | How can belief help in understanding what happens when someone dies. |

**Key religious festivals for contrasting religion**

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| **To be studied throughout the year** | | | |
| **Religious festival** | Sangha Day (Celebrates the community)  What do our communities do for us?  How do we celebrate our community?  How are communities celebrated around the world? | Songkran (Buddhist New Year’s Eve) | Wesak (The day of the full moon in May - The day Buddha was born, enlightened and died) |
| **Date** | 24th Feb 2024 | April 13th 2024 | May 23rd 2024 |