



## RE Long Term Plan

EYFS	Autumn		Spring		Summer	
<b>Religions covered: Christianity and Islam</b>	Establish a sense of belonging to a community, family, school and wider world.  Talk about and describe where they live and who lives with them, as well as learning about other aspects of belonging to different and wider communities.	A simple introduction to the Christmas story covering: What was special about Jesus' birth? What was special about this baby? What would he become? Why are names special? What to Christians believe about this special baby?	Explore the need to follow rules and the way in which we care for our friends and families. Develop an awareness of the wider world in which we live.	Explore the outdoors and the wonders of nature, giving the opportunity for children to investigate, take an interest in and look after the natural world.	Learn about ourselves and explore the fact that we are all different but unique and special.	Look at people that are special, before then examining objects that are special to the children.
<b>National Curriculum links</b>	Investigate the beliefs and practices of religions and other world views, including: Worship and spirituality: how individuals and communities express belief, commitment and emotion.	Investigate the beliefs and practices of religions and other world views, including: Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders;	Investigate how religions and other world views influence morality, identity and diversity, including: Moral decisions: teachings or religions and other world views on moral and ethical questions; evaluation, reflection and critical responses: Identity and Diversity: among and within religions and other world views; individual and community responses to difference and shared values.	Investigate how religions and other world views address questions of meaning, purpose and value including: The nature of religion and belief and its key concepts; Ultimate questions of belonging, meaning, purpose and truth.	Investigate how religions and other world views address questions of meaning, purpose and value including: The nature of religion and belief and its key concepts;	Investigate how religions and other world views address questions of meaning, purpose and value including: Ultimate questions of belonging, meaning, purpose and truth.

Year 1	Autumn		Spring		Summer	
<p><b>Religions: Christianity and Islam, with possible reference to Judaism and Sikhism</b></p>	<p>Think about special books and stories for pupils, offering important links to literacy. Reflect on the meanings (or ‘morals’) in stories, including secular tales and fables. Investigate special books and writings for religious believers, in particular the Bible and the Qur’an. Consider why these are special and how they are respected and treated.</p>	<p>Hear and think about special stories, some of which are contained in special books. Consider the concept of celebration: the ways in which we celebrate special events and how religions mark festival days. Develop understanding of celebrations, including religious festivals such as Harvest festival, Eid ul Fitr and Sukkot. Respond and reflect by creating their own class celebration.</p>	<p>Learn about what it means to belong to a church or mosque. Learn what they might see in a mosque or church building, and what the people do when they go there. Understand that there are differences and similarities between churches and mosques, but that not all churches or mosques are the same.</p>	<p>Learn that churches and mosques are special places for the people who go there. If appropriate, learning will be extended to other places of worship to reflect the diversity of the class or local community.</p>	<p>Link with a ‘Local Area’ cross curricular focus and the SEAL ‘Relationships’ materials. Develop skills of questioning, explanation and awareness of what ‘caring’ looks like for different pupils and people of different faith backgrounds.</p>	<p>Develop skills in reflection and communication and encourage self-esteem and empathy.</p>
<p><b>National Curriculum links</b></p>	<p>Investigate the beliefs and practices of religions and other world views, including: Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders.</p>	<p>Investigate the beliefs and practices of religions and other world views, including: Worship and Spirituality: how individuals and communities express belief, commitment and emotion.</p>	<p>Investigate the beliefs and practices of religions and other world views, including: Worship and Spirituality: how individuals and communities express belief, commitment and emotion.</p>	<p>Investigate how religions and other world views address questions of meaning, purpose and value, including: Ultimate Questions of belonging, meaning, purpose and truth.</p>	<p>Investigate how religions and other world views influence morality, identity and diversity, including: Moral decisions: teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses.</p>	<p>Identity and Diversity: diversity among and within religions and other world views; individual and community responses to difference and shared human values.</p>

Year 2	Autumn		Spring		Summer	
<p><b>Religions: Christianity, Islam and non-religious approaches to life, with some reference to Judaism</b></p>	<p>Learn how Christian and Muslim families welcome their babies. Think about how it is important to welcome people and especially new babies.</p>	<p>Study initiation rites including infant baptism and the aqiqah and be aware that there are other rituals and ceremonies as well. Reflect on the concept of promise and to compare different approaches to welcoming new life.</p>	<p>Explore how people always face moral choices. Consider what makes a happy classroom, and why rules are important. Study moral codes from Christianity, Judaism and Islam including the Ten Commandments and the Five Pillars.</p>	<p>Look at non-religious stories and how these exemplify some guidelines for life. Consider what would make the best rule. Introduce how Christians and Muslim pray. Develop an understanding of the importance of prayer to those who belong to that religion for life.</p>	<p>Learn about the views of different religions/beliefs regarding the origins of the world. Consider the ways in which religious and non-religious individuals and organisations show care and concern for the planet. This unit builds on the EYFS unit <i>Our beautiful world</i> and Unit 1.1 <i>Who am I and where do I belong?</i> Understand belonging to groups and sharing a group identity, which may be expressed through actions and beliefs.</p>	<p>If possible, arrange for a visit to a local conservation site / wind power generation site / recycling site; otherwise invite into school an organisation such as earth restoration service which helps children to learn about their environment and how to care for it. This unit also helps to prepare the ground for further study in Year 3 about caring for our world.</p>
<p><b>National Curriculum links</b></p>	<p>Investigate the beliefs and practices of religions and other world views, including: Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders;</p>	<p>Investigate the beliefs and practices of religions and other world views, including: Worship and Spirituality: how individuals and communities express belief, commitment and emotion.</p>	<p>Investigate the beliefs and practices of religions and other world views, including: Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders; Worship and Spirituality: how individuals and communities express belief, commitment and emotion. The nature of religion and belief and its key concepts.</p>	<p>Investigate how religions and other world views address questions of meaning, purpose and value, including: Ultimate questions of belonging, meaning, purpose and truth. Investigate how religions and other world views influence morality, identity and diversity. Moral decisions: teachings of religions and other world views on moral and ethical questions.</p>	<p>Investigate how religions and other world views influence morality, identity and diversity, including:  Moral decisions: teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses;</p>	<p>Investigate how religions and other world views influence morality, identity and diversity, including:  Identity and Diversity: diversity among and within religions and other world views; individual and community responses to difference and shared human values.</p>

Year 3	Autumn		Spring		Summer	
<p><b>Religions: Christianity, Judaism, Islam and Sikhism, as well as non-religious approaches</b></p>	<p>Explore how ideas of God are expressed in stories, celebration, ritual and action; about Moses as a key leader in the Jewish tradition; about the Torah as sacred text; about the great festivals of Pesach, and the weekly celebration of Shabbat, illustrating how Jewish people try to live. Explore how religious artefacts and texts can be a source for learning and for beliefs. Examine artefacts and texts from within the Jewish tradition, so that children develop their enquiry skills, asking and reflecting on a range of questions.</p>	<p>Explore the concept of leadership - Jesus, The Prophet Muhammad and Moses as important leaders for Christians, Muslims and Jews. Develop an awareness of the key figures in the Abrahamic religions and their teachings. Learn about the specific characteristics of leaders, why they are inspirational and how they taught key elements of the faith through stories. Study a modern-day leader, analysing the impact they have had on society.</p>	<p>Explore how faith is expressed through a variety of arts offers many opportunities to experience and study a variety of expressions of belief and to link this with music, visual art, drama and dance.</p>	<p>The use of art requires sensitivity and guidance on this is included in the notes and in the resource pack. This study could be linked to participation in the Spirited Arts competition organised by the National Association of Teachers of RE <a href="http://www.natre.org.uk/spiritedarts/">http://www.natre.org.uk/spiritedarts/</a></p>	<p>Learn about the importance of the Bible for Christians – what it is and how it helps Christians to live their lives. Explore Jesus’ teachings about rules and behaviour in relation to a variety of Bible stories and parables. Reflect on the influence of Bible stories on individuals and communities. Relate to each story presented.</p>	<p>Reflect on, analyse and evaluate own beliefs and what it means to lead a good life. An assessment task to see how well pupils can demonstrate their understanding of how Christians use the Bible to lead a good life.</p>
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Year 4	Autumn		Spring		Summer	
<b>Religions: Christianity, Islam, Judaism, Sikhism, Hinduism, non-religious approaches</b>	Explore festivals of light from Judaism, Sikhism, Hinduism, Paganism, Chinese New Year, and Ancient Civilisations.	Consider how festivals use light as a representation of hope, joy, remembrance and reflection.	Think about sources of guidance or wisdom in own life. Reflect upon own values and experiences using stories and sayings from religions. Use stilling, guided stories and guided reflection to enable learning from religion that has the opportunity for spiritual development.	Explore the creation stories from Christianity, Judaism, Islam and Sikhism. Consider how these stories have impacted upon the faiths in the past, and how relevant they are today. Compare and contrast the different creation stories.	Looks at different places of worship in the local community and their significance to believers. Visits different places of worship or invite members of faith communities to come into school to discuss what happens in their place of worship and why it is important to them.	Explore how places of worship are used by the community as a whole e.g. playgroups, youth organisations, community groups.
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Year 5	Autumn		Spring		Summer	
<b>Religions: Islam, Christianity, Judaism, Sikhism</b>	<p>Explore the special journeys that people make including pilgrimages and spiritual journeys as well as metaphorical journeys through faith. Look at where these journeys are to and why and what people learn from them. Look at the sacrifices people make to carry out the journeys and how this enriches people's lives. Explore what it means to lead a good life. Learn about the importance of the Qur'an to Muslims in their everyday lives.</p>	<p>Explore different themes found from important stories in the Qur'an. Think about how Muslims may use each story as a reminder to lead a good life. Think about how they, themselves may be able to relate to each story presented. Complete an assessment task to demonstrate understanding of how Muslims use the Qur'an to lead a good life.</p>	<p>Explore the partner concepts of forgiveness and reconciliation in Christianity. Understand how the stories of forgiveness in the New Testament are, for Christian people, a guide to their values and commitments. Understand the significance of the death and resurrection of Jesus in relation to the forgiveness of the sins of Christians.</p>	<p>Understand the importance of forgiveness in Christian theology and practice and think about questions to do with forgiveness reconciliation and values. Consider what can be learned from Christian examples and teaching referring to own experiences beliefs and values.</p>	<p>Identify values in human life, and think about their own values, with special reference to the values of Christians, Muslims and Humanists. Develop concepts of how stories communicate values, and the ways in which values make a difference to our lives. Develop ability to think about questions about what matters in life.</p>	<p>Understand the values peoples share, and the fact that not all values are shared. Consider what can be learnt from Christian, Muslim and Humanist ideas for themselves in relation to own values, in light of other people's ideas. Explore Humanism.</p>
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Year 6	Autumn		Spring		Summer	
<b>Religions: Christianity, Judaism, Sikhism, Islam and non-religious approaches to life.</b>	Introduce Sikhism taking account of the history, current practice and beliefs of the Sikhs in Britain today. Learn from Sikh stories, ideas and concepts and develop own appreciation of Sikh religion.	Investigate core beliefs and practices of Christians, relating this to the experience and faith of Christians in the local area. Consider what is meant by discipleship and the role of the Christian today including: worship, beliefs, use of the Bible and caring for others. Explore the beliefs that lie at the heart of Christianity.	Explore the theme of compassion. Investigate a range of religious teachings and how these are applied in practice.	Investigate different responses to conflict in the teachings of some religions. Evaluate different responses and consider the consequences of courses of action.	One of the core purposes of RE is to develop pupils' ability to reflect on their own beliefs, values and feelings about their own lives and about the world around them. This unit focuses on this personal quest, starting with an exploration of the responsibilities and opportunities that arise as young people grow into adulthood.	It investigates religious and secular responses to growing up, including rites of passage. As part of the study, pupils consider their own values, beliefs and commitments.
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