

R.E. Long Term Planning



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p><u>Marvellous Me</u> Our families Key festivals: Harvest</p> <p>Develop their sense of responsibility and membership of a community. (PSED)</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting. (PSED)</p> <p>Talk about what they see, using a wide vocabulary. (UW)</p> <p>Begin to make sense of their own life-story and family's history. (UW)</p> <p>Continue developing positive attitudes about the differences between people. (UW)</p>	<p><u>Celebrations/ Traditional Tales</u> Key festivals: Diwali Christmas Bonfire night</p> <p>Develop their sense of responsibility and membership of a community. (PSED)</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting. (PSED)</p> <p>Talk about what they see, using a wide vocabulary. (UW)</p> <p>Begin to make sense of their own life-story and family's history. (UW)</p> <p>Continue developing positive attitudes about the differences between people. (UW)</p> <p>Know that there are different countries in</p>	<p><u>Frozen Worlds</u> Key festivals: Valentines' Day Chinese New Year Mothers' Day Pancake Day</p> <p>Develop their sense of responsibility and membership of a community. (PSED)</p> <p>Talk about what they see, using a wide vocabulary. (UW)</p> <p>Begin to make sense of their own life-story and family's history. (UW)</p> <p>Continue developing positive attitudes about the differences between people. (UW)</p> <p>Know that there are different countries</p>	<p><u>Hungry Caterpillars</u> Hatching caterpillar eggs - caring for living creatures</p> <p>Develop their sense of responsibility and membership of a community. (PSED)</p> <p>Talk about what they see, using a wide vocabulary. (UW)</p>	<p><u>People Who Help Us</u> People who help us</p> <p>Develop their sense of responsibility and membership of a community. (PSED)</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting. (PSED)</p> <p>Talk about what they see, using a wide vocabulary. (UW)</p> <p>Begin to make sense of their own life-story and family's history. (UW)</p> <p>Continue developing positive attitudes about the differences between people. (UW)</p>	<p><u>Old McDonald Had a Farm</u> Farms and farmers</p> <p>Develop their sense of responsibility and membership of a community. (PSED)</p> <p>Talk about what they see, using a wide vocabulary. (UW)</p> <p>Continue developing positive attitudes about the differences between people. (UW)</p>

		the world and talk about the differences they have experienced or seen in photos. (UW)	in the world and talk about the differences they have experienced or seen in photos. (UW)			
Reception	<p><u>Where do we live and why is it so special?</u> Key festivals: Harvest</p> <p>See themselves as a valuable individual. (PSED)</p> <p>Build constructive and respectful relationships. (PSED)</p> <p>Express their feelings and consider the feelings of others. (PSED)</p> <p>Think about the perspectives of others. (PSED)</p> <p>Talk about members of their immediate</p>	<p><u>How are special times celebrated? Autumn and Winter</u> Key Festivals: Diwali - Festival of Light Bonfire Night Christmas Eid</p> <p>See themselves as a valuable individual. (PSED)</p> <p>Build constructive and respectful relationships. (PSED)</p> <p>Express their feelings and consider the feelings of others. (PSED)</p> <p>Think about the perspectives of others. (PSED)</p>	<p><u>Which places are special and why?</u> Key festivals: Chinese New Year Mothers' Day Shrove Tuesday</p> <p>See themselves as a valuable individual. (PSED)</p> <p>Build constructive and respectful relationships. (PSED)</p> <p>Express their feelings and consider the feelings of others. (PSED)</p> <p>Think about the perspectives of others. (PSED)</p>	<p><u>How are special times celebrated? Spring and Summer</u> Hatching caterpillar eggs - caring for living creatures Lifecycles</p> <p>See themselves as a valuable individual. (PSED)</p> <p>Express their feelings and consider the feelings of others. (PSED)</p> <p>Think about the perspectives of others. (PSED)</p> <p>Understand that some places are special to members</p>	<p><u>What makes a good helper and who helps us?</u> Differing environments Holiday destinations Transport Travel</p> <p>See themselves as a valuable individual. (PSED)</p> <p>Build constructive and respectful relationships. (PSED)</p> <p>Express their feelings and consider the feelings of others. (PSED)</p> <p>Think about the perspectives of others. (PSED)</p>	<p><u>What do believers believe about Creation?</u> Animal, babies and growing</p> <p>See themselves as a valuable individual. (PSED)</p> <p>Build constructive and respectful relationships. (PSED)</p> <p>Express their feelings and consider the feelings of others. (PSED)</p> <p>Think about the perspectives of others. (PSED)</p>

	<p>family and community. (UW)</p> <p>Understand that some places are special to members of their community. (UW)</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. (PSED)</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly. (PSED)</p> <p>Form positive attachments to adults and friendships with peers. (PSED)</p> <p>Talk about the lives of the people around them and their roles in society. (UW)</p>	<p>Talk about members of their immediate family and community. (UW)</p> <p>Understand that some places are special to members of their community. (UW)</p> <p>Recognise that people have different beliefs and celebrate special times in different ways. (UW)</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. (PSED)</p> <p>Form positive attachments to adults and friendships with peers. (PSED)</p> <p>Talk about the lives of the people around them and their roles in society. (UW)</p>	<p>Talk about members of their immediate family and community. (UW)</p> <p>Understand that some places are special to members of their community. (UW)</p> <p>Recognise that people have different beliefs and celebrate special times in different ways. (UW)</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. (PSED)</p> <p>Form positive attachments to adults and friendships with peers. (PSED)</p> <p>Talk about the lives of the people</p>	<p>of their community. (UW)</p> <p>Recognise that people have different beliefs and celebrate special times in different ways. (UW)</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. (PSED)</p> <p>Talk about the lives of the people around them and their roles in society. (UW)</p>	<p>Talk about members of their immediate family and community. (UW)</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. (PSED)</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly. (PSED)</p> <p>Form positive attachments to adults and friendships with peers. (PSED)</p> <p>Talk about the lives of the people around them and their roles in society. (UW)</p>	<p>Talk about members of their immediate family and community. (UW)</p> <p>Understand that some places are special to members of their community. (UW)</p> <p>Recognise that people have different beliefs and celebrate special times in different ways. (UW)</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. (PSED)</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly. (PSED)</p> <p>Form positive attachments to adults and friendships with peers. (PSED)</p> <p>Talk about the lives of the people around</p>
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Year 1	<p><u>Which books and stories are special?</u> Describe why a book might be special and talk about how it is treated.</p> <p>Talk about how Christians read the Bible and show that it is special.</p> <p>Talk about how Muslims read the Qur'an and show that it is special.</p> <p>Look at one or more of the following stories, exploring the deeper questions that these raise.</p> <ul style="list-style-type: none"> • The Good Samaritan • The Islamic Story of The Prophet and the Ants. 	<p><u>How do we celebrate special events?</u> To know what celebration means and be able to express how this makes them feel.</p> <p>Understand why saying thank you is important.</p> <p>To know that festival days are celebrated by followers of religions.</p> <p>Understand about the kind of gifts that are given at Harvest, and have the opportunity to try them.</p> <p>Become familiar with the story of Ramadan Outline what and when they eat and drink, and consider what it might be like not to eat or drink during daylight hours.</p>	<p><u>What does it mean to belong to a church or mosque?</u> Know what it means to belong.</p> <p>Understand that symbols have meanings.</p> <p>Recognise and talk about some Christian and Muslim symbols.</p> <p>Talk about what makes a place special.</p> <p>Name a church and a mosque as a special place for Christians and Muslims.</p> <p>Explore the idea that all churches/ mosques do not look the same.</p> <p>Learn that Sunday is a special day for Christians, when they meet together as a community.</p> <p>Find out what some Christians do at church to show they belong.</p> <p>How do some Muslims show that they belong by what they wear?</p>	<p><u>How and why do we care for others?</u> Identify people they care about.</p> <p>Explore ways in which people care for others.</p> <p>Listen to stories that encourage caring and explore ways people follow these examples.</p> <p>Listen to stories that encourage caring and explore ways people follow these examples.</p> <p>Talk and ask questions about how they can care for others.</p>	<p><u>Who brought messages about God</u> Think about who brings us messages.</p> <p>Listen to the stories of Jonah and Daniel from the Old Testament. Begin to think about what the job of a prophet was and understand that prophets were called by God.</p> <p>To know that good things happen when we listen to God. Learn what it means to trust someone.</p> <p>Listen to the story of Abraham and Isaac from the Old Testament. Learn what it means to make choices.</p>	

	<ul style="list-style-type: none"> • The Islamic story of the Crying Camel. 	<p>Gain an understanding of the celebration of Eid.</p>			<p>Listen to the story of Isaac and Jacob from the Old Testament. To learn what it means to forgive someone.</p> <p>To listen to the story of Joseph from the Old Testament. Discuss what a promise is. Covenants</p> <p>Learn the sequence of events of Jesus' birth. Learn that Christians believe that God gave Jesus, like a present, to the world.</p> <p>Learn that many prophets had prophesied about the coming of a saviour. The Messiah. Learn that Christians believe that Jesus is the Son of God and came to show God's love for all people.</p>
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Year 2	<p><u>How is new life welcomed?</u> Find out and talk about different ways of welcoming new life; name some artefacts.</p> <p>Recognise similarities and</p>	<p><u>How can we make good choices?</u> Re-tell stories about religious and non-religious rules, suggesting some meanings.</p> <p>Find out about and give examples of</p>	<p><u>How and why can people pray?</u> Find out how Christians and Muslims pray and name some artefacts relating to prayer.</p>	<p><u>How can we look after the planet?</u> Ask and respond to questions about the world and creation.</p> <p>Recognise and retell religious and non-religious stories and beliefs about</p>	<p><u>What did Jesus teach and how did he live?</u> Retell and suggest meanings of some of Jesus' parables.</p> <p>Express ideas and respond to questions about stories from the life and teachings of Jesus.</p> <p>Express ideas and opinions about how beliefs affect how Christians live their lives, such as: fasting, supporting the homeless and poor,</p>
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	<p>differences in welcoming ceremonies for new babies.</p> <p>Respond sensitively to the feelings and beliefs of Christians and Muslims.</p> <p>Ask and respond to questions about belonging.</p>	<p>different religious rules.</p> <p>Begin to express ideas about what makes a good rule and why these are important in helping people to live together co-operatively.</p>	<p>Recognise similarities and differences between how Christians and Muslims pray.</p> <p>Ask questions and respond to questions about prayer.</p> <p>Begin to express their own ideas about the meaning of prayer.</p>	<p>creation and suggest some meanings.</p> <p>Begin to express ideas and opinions about how to care for the planet.</p>	<p>campaigning, using examples of local or well-known Christians today.</p> <p>Name and retell key events in the final days of Jesus' ministry, including: Palm Sunday (John 12:12-15); the last supper (Mark 14: 12-26); crucifixion (Luke 23:26-56) the empty tomb (Luke 24: 1-12). Recall how these are remembered in Holy Week and Easter.</p>
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Year 3	<p><u>How do Jews remember God's covenant with Abraham and Moses?</u></p> <p>How did God show his covenant or promise with Noah?</p> <p>Who was Abram and why was he important to Jews?</p> <p>Why is Moses important to Jewish people today and what do they learn from him?</p> <p>How did Moses become an Egyptian prince?</p> <p>How did God help Moses lead the Israelites to freedom?</p> <p>How did God protect the Jews on their journey?</p> <p>What are the Ten Commandments?</p> <p>How do Jews remember the Pesach (Passover)</p>	<p><u>What is Spirituality and how do people experience this?</u></p> <p>Observe and respond thoughtfully to the ways beliefs and spirituality are expressed through various art forms.</p> <p>Express their beliefs and values through creating a piece of expressive art.</p>	<p><u>What do Christians believe about a good life?</u></p> <p>Q1. Why is the Bible such a special book for Christians?</p> <p>Q2. What does the story of The Feeding of the Five Thousand tell Christians about how to live a good life?</p> <p>Q3. What does the Parable of the Good Samaritan tell Christians about how to live a good life?</p> <p>Q4. What does the Parable of The Prodigal Son tell Christians about</p>	<p><u>What do the creation stories tell us?</u></p> <p>Q1. What does the Jewish creation story tell about our world?</p> <p>Q2. What can the Muslim creation story teach us?</p> <p>Q3. What do Sikhs believe about creation? Q4. How do the creation stories from different faiths compare?</p> <p>Q5. How are creation stories relevant today?</p>	<p><u>Who can inspire us?</u></p> <p>Describe and make links between different leaders (religious and non-religious), exploring similarities and differences.</p> <p>Explain how leaders teach through their personal qualities, actions and stories .</p> <p>Give examples of the ways in which communities follow their leaders.</p>
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			<p>how to live a good life?</p> <p>Q5. What does the story of Zacchaeus tell Christians about how to live a good life?</p>	
Year 4	<p><u>How are important events remembered?</u> Describe the different festivals, making links between them. Explain and give reasons for the celebration of each festival.</p> <p>Express ideas and opinions about what light represents.</p>	<p><u>What faiths are shared in our country?</u> Explore and describe ways beliefs and values are expressed in different religions through symbols and actions. Give examples of ways in which people show they belong.</p> <p>Explain why belonging to a community may be valuable but also challenging.</p>	<p><u>How do the Five Pillars guide Muslims?</u> Describe and explain key teachings of Islam and the different ways these are interpreted by believers.</p> <p>Describe and show understanding of how Muslim beliefs impact in a variety of ways on the life and decisions of believers. Explain how the pilgrimage of Hajj can affect a Muslims life.</p>	<p><u>Why are the Gurus at the heart of Sikh belief and practise?</u> Give examples of Sikh beliefs and stories about their Gurus.</p> <p>Describe and show understanding of Sikh practices relating to the Guru Granth Sahib. Explain and give reasons for Sikh values e.g. equality, honesty.</p>
Year 5	<p><u>Why are some journeys and places special?</u> Q1. What is it like to visit the Western Wall if you are Jewish? Q2. What is it like to visit Makkah if you are Muslim? Q3. Which places or journeys are special to Christians, and why? Q4. What do Sikhs consider more important than pilgrimage? Q5. Why are some places special to more than one religion?</p>	<p><u>What values are shown in codes for living?</u> To think about the idea of a code for living.</p> <p>To understand that there are different religious beliefs</p> <p>To think carefully about the Christian ideas of values.</p>	<p><u>Should we forgive others?</u> Identify and show understanding of some reasons why it is hard to 'make up' or apologise in a conflict.</p> <p>Explain and apply their own ideas about Jesus' teaching about forgiveness and reconciliation.</p>	<p><u>What do Christians believe about the old and new covenants?</u> Q1. What do we understand about the word 'covenant'? Q2. Why is Abraham important to Christians? Q3. What do we know about the prophets and leaders from the Old Testament? Q4. What do Jews and Muslims believe about these leaders from writings in the Torah and the Quran? Q5. What do these three faiths share and where do they differ? Q6. What do we know about Moses, the escape from slavery and the Ten Commandments? Why is Moses important to Christians and Jews? Q7. Why is King David important to Jews and Christians?</p>

			<p>To begin to understand that the impact of our values can make people happy or unhappy.</p> <p>To describe aspects of the life and teachings of Prophet Mohammed and how he has influenced the lives of Muslims.</p> <p>To think carefully about the Jewish ideas of values.</p> <p>To understand the value of peace.</p>	<p>Suggest reasons for the importance of forgiveness and confession in Christian communities.</p> <p>Discuss and give examples of how some modern individuals have faced the challenge of forgiveness.</p>	<p>Q8. What do the stories of Jesus' birth tell us about Christian beliefs about him? What does 'incarnation' mean to Christians.</p>
<p>Year 6</p>	<p><u>How does growing up bring responsibilities?</u> Q1. When do children become adults? Q2: When and how do we make promises? Q3: What happens at rites of passage and why are these important for many religious believers? Q4: What happens at Amrit and why is this important for Sikhs? Q5: Why is Confirmation or Believers' Baptism important for Christians?</p>	<p><u>How do Sikhs show commitment?</u> Q1 How do Sikhs show commitment to their faith through symbols & religious practice? Q2: What are the origins of the Khalsa? Q3: What are the main features of the Amrit Ceremony? Q4: How do Sikhs show commitment by putting faith into action? Q5: What have we learnt from Sikh beliefs and way of life?</p>	<p><u>What do Christians believe about Jesus' death and resurrection?</u> Q1: What is the significance of Palm Sunday to Christians? Q2: What are the Christian traditions of Maundy Thursday? Q3: What is the significance of the Crucifixion for Christians? Q4: How did Christians come to believe in the resurrection? Q5: What are the links between beliefs and scripture sources</p>		<p><u>How do Jews remember the Kings and Prophets in worship and life?</u> Q1 Why is the Shabbat celebration important to Jews? Q2 What is the festival of Purim? Q3 Why is King David an important figure in Judaism? Q4 How are the 10 Commandments useful to Jews today? Q5 What did the prophets say?</p>

	Q6: What promises are made in rites of passage?			
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FESTIVALS AND CELEBRATIONS

Because several religious festivals have dates which can change we will look to focus on these at an appropriate time of year. In the main, this will usually be:

Autumn 1: Eid, Yom Kippur, Harvest and Diwali. **Autumn 2:** Birth of Guru Nanak, Christmas, Hanukkah. **Spring 1:** Nirvana, Kordad Sal (Y6 only),

Spring 2: Lent, Easter, Vesak/Buddha Day . **Summer 1:** Ramadan. **Summer 2:** Eid –al-Fitr

Daily acts of worship:

Monday: Picture News assembly. Once a term Rev. Gott visits.

Tuesday: Singing assembly.

Wednesday: Class reflection Once a term ‘Open the Book’ assembly for KS1

Thursday: FBV assembly

Fridays: Celebration assembly.