

RE Long Term Plan

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	<u>Similarities and differences</u> DM strands: Continue developing positive attitudes about the differences between people. WALT: identify and talk about our similarities and differences Through books and stories the children will begin to identify themselves with characters in the text and begin to notice similarities to others in the class. Through representation, the children will also understand how others are different that they do not have first hand experience of. Focus books: • Happy in our skin • Wonder • The great big book of families • My hair	<u>Nature</u> Christianity, Judaism and Islam WALT understand how Christians, Jews and Muslims show thankfulness and care for the natural world: • Harvest Festivals – Christianity; • Sukkot - Judaism; • Care of the natural world – Islam. Theme: Core Beliefs, Ideas and Symbols 1 & 3 Theme: Expression of Faith 3	<u>Signs and Symbols</u> Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism WALT describe the six main faith symbols and explain why they are each significant to their religion: • Cross – Christianity; • Wheel of Life – Buddhism; • Om – Hinduism; • Star and Crescent – Islam; • Star of David/Menorah – Judaism; • Khanda – Sikhism. (order RE Today 'Symbols of Faith' resource book?) Theme: Core Beliefs, Ideas and Symbols 5	<u>Rules</u> Christianity, Judaism, Islam and Sikhism WALT describe the rules and routines of different religions, explaining why they are important: • The Ten Commandments - Christianity & Judaism; • Jewish food laws ('Kashrut') – Judaism; • The Five Pillars of Faith - Islam; • The 5 Ks – Sikhism. (order RE Today 'Exploring Codes for Living' resource book?) Theme: Identity 4	<u>Light</u> Christianity, Hinduism and Judaism WALT explain what light symbolises and why it is important in different religions: • Diwali – Hinduism; • Advent – Christianity; • Hannukah - Judaism. Theme: Core Concepts, Beliefs and Ideas 6 Theme: Practices – how people express their faith 5	<u>Pilgrimages</u> Judaism, Islam and Hinduism WALT name places of pilgrimage and describe and compare the significance of these pilgrimages in different religions. WALT analyse and explain how pilgrimages are different to other types of journeys. WALT explore the thoughts, feelings and experiences of those who undertake a religious pilgrimage. • Visiting Jerusalem – Judaism; • Hajj – Islam; • Kumbh Mela – Hinduism. Could also look at Christianity and Buddhism (order RE Today 'Journeys' resource book?) Theme: Practices – how people express their faith 4 Theme: Identity 2 & 4	<u>Religious Leaders</u> Christianity, Judaism, Sikhism, Hinduism, Islam WALT describe and compare the role of religious leaders within different faith communities. WALT identify the role of leaders in my life and make comparisons to the role of faith leaders. • Priest – Christianity; • Rabbi – Judaism; • Granthi – Sikhism; • Priest – Hinduism; • Imam – Islam. <i>Builds on Year 4 'Buddhist Beliefs and Practices' theme</i> (order RE Today 'Exploring Leaders and Followers' resource book?) Theme: Core Concepts, Beliefs and Ideas 3 Theme: Explore Philosophical Questions 2 & 4

Autumn 2	DM strands: Talk about members of their immediate family and community. Name and describe people who are familiar to them. ELG: Talk about the lives of the people around them and their roles in society WALT: Talk about people who are special to us Through our family discussions, the children talk about those who they are familiar with and who are special to them and why. Moving on from this, we talk about those in the wider community and 'people who help us.' Visits from family members to discuss their roles in society.	<u>The Christmas Story</u> Christianity WALT describe the key events of the Christmas story. Theme: Core Beliefs, Ideas and Symbols 1 & 3 Theme: Expression of Faith 3	<u>Gifts and Giving</u> Christianity and Islam WALT understand why gifts are given during religious festivals such as Christmas and Eid al-Fitr. Theme: Expression of Faith 3	<u>Advent</u> Christianity WALT understand what the time of Advent means to Christians. Theme: Practices – how people express their faith 5	<u>Messengers</u> Christianity and Islam WALT understand the significance of messengers (angels and prophets) in different religions. Theme: Core Concepts, Beliefs and Ideas 2 & 3 Theme: Practices – how people express their faith 5	<u>The Gospels</u> Christianity WALT identify the key differences in the four gospel accounts of the Christmas story given in the Bible. Theme: Core Concepts, Beliefs and Ideas 1, 4 & 5	<u>Sacred and Secular Christmas</u> Christianity and Secular WALT compare Christian and secular celebrations of Christmas. Theme: Practices – how people express their faith 5 Theme: Social Action 4
Spring 1	<u>Celebrations</u> DM strands: Recognise that people have different beliefs and celebrate special times in different ways ELG: Know some similarities and differences between different religious and cultural	<u>Places of Worship</u> Christianity, Judaism, Hinduism, Sikhism, Islam and Buddhism WALT understand why places of worship are important. WALT describe key features of different places of worship: • Church – Christianity; • Synagogue – Judaism; • Mandir – Hinduism; • Gurdwara – Sikhism; • Mosque – Islam; • Vihara – Buddhism.	<u>Ceremonies</u> Christianity, Hinduism, Judaism, Sikhism, Islam WALT understand what a ceremony is and describe significant events in different religious ceremonies: • Wedding - Christianity and Hinduism; • Bar/Bat Mitzvah – Judaism; • Dastar Bandi – Sikhism; • Aqiqah – Islam. Theme: Identity – Daily Life 3	<u>Places of Worship (2)</u> Christianity, Judaism, Hinduism, Sikhism, Islam and Buddhism WALT understand why places of worship are important. WALT describe key features of different places of worship: • Church – Christianity; • Synagogue – Judaism; • Mandir – Hinduism; • Gurdwara – Sikhism; • Mosque – Islam; • Vihara – Buddhism.	<u>Hindu Gods and Goddesses – The Trimurti</u> Hinduism WALT understand the core concept of the Trimurti in Hinduism. Links to Year 4 'Piper Tapestry' theme Theme: Core Concepts, Beliefs and Ideas 1	<u>Pillars of Islam</u> Islam WALT describe the Five Pillars of Islam and explain their significance to Muslims. Builds on Year 3 'Rules' theme and Year 5 'Pilgrimages' theme Theme: Core Concepts, Beliefs and Ideas 1 & 2 Theme: Practices – how people express their faith 3 & 4	<u>Creation stories</u> Christianity, Judaism, Islam, Sikhism, Hinduism <i>NB: Buddhism - Buddhists do not believe in God, so there is no creation story.</i> WALT analyse a range of different religious creation stories. WALT explain why Jews and Christians have the same creation story. WALT compare scientific understanding of

	communities in this country, drawing on their experiences and what has been read in class. WALT: Recognise that people believe and celebrate different things. Share the story Little Glow linked to our theme 'Let's celebrate' which touches upon Chinese New Year, Diwali, Hannukah, Ramadan and Christmas around the world.	Visit to St Paul's church Theme: Expressions of Faith 2		Builds on Year 1 'Places of Worship' theme (see RE Online resources; order RE Today 'Sacred Places' resource book?) Theme: Practices – how people express their faith 1 & 2 Theme: Identity 1		Theme: Identity 3 & 4 Theme: Social Action 4	creation to religious creation stories. Links to Year 6 Science 'Evolution and Inheritance' theme. Builds on Year 1 'Nature' theme Theme: Core Concepts, Beliefs and Ideas 2, 4 & 5 Theme: Explore Philosophical Questions 3
Spring 2	- Take a celebration to focus on each week. - Draw children back to key themes e.g. light, food, special clothes, spending time with family and friends, gifts and cards. - Share any celebrations/traditions that the children have and invite in family members to speak and share. <u>Around the world</u>	<u>Food and Fasting</u> Christianity, Judaism and Islam. WALT understand why fasting and special foods are important in different religions. - Giving something up for Lent – Christianity; - Fasting for Ramadan – Islam; Special meals and foods: - Passover – Judaism; - Shabbat – Judaism; - Eid al-Fitr – Islam. Theme: Expression of Faith 3 Theme: Identity – Daily Life 2	<u>Easter</u> Christianity WALT explain why Easter is a significant time for Christians and talk about the different ways that Easter is celebrated by Christians. WALT describe the key events of the Easter story and identify if these were happy or sad times. Theme: Core Beliefs, Ideas and Symbols 1 & 3 Theme: Expression of Faith 3	<u>The Piper Tapestry – Chichester Cathedral</u> Christianity WALT understand the core concept of the Holy Trinity in Christianity. WALT understand how visual symbols are used to convey meaning in religious art. Visit to Chichester Cathedral Builds on Year 3 'Places of Worship 2' theme Theme: Core Concepts, Beliefs and Ideas 1 & 6	<u>Hindu Gods and Goddesses</u> WALT explore the significance and meaning of stories about Hindu gods and goddesses Theme: Core Concepts, Beliefs and Ideas 1, 4 & 5 Theme: Explore Philosophical Questions 4	<u>Celebrations (related to key figures)</u> Christianity and Judaism WALT describe how religious festivals are related to key figures, events and stories. WALT make comparisons between the symbolism of Passover and Easter. WALT discuss the way verbal and non-verbal symbolic expression and action are used to convey meaning in religious celebrations. - Easter (Jesus) and the events of Holy Week – Christianity; - Purim (Esther) – Judaism; - Passover (Moses) – Judaism. Builds on Year 1 'Food and Fasting' theme, Year 2 'Signs and Symbols' theme and	<u>Eternity</u> Abrahamic religions: Christianity, Judaism, Islam, Dharmic religions: Buddhism, Hinduism, Sikhism WALT describe the Hindu and Buddhist beliefs in reincarnation. WALT explain what Christians believe happens after death. WALT compare our own beliefs to the religious beliefs in eternity. Immortality, Reincarnation and Heaven Theme: Core Concepts, Beliefs and Ideas 2 Theme: Explore Philosophical Questions 1

	DM strands: Know that there are different countries in the world and talk about the differences they have experienced or seen in photos Recognise some similarities and differences					Year 4 'Piper Tapestry' theme Theme: Core Concepts, Beliefs and Ideas 6 & 7 Theme: Practices – how people express their faith 5	
Summer 1	between life in this country and life in other countries. ELG: Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. Take a look at China as a country linked to Chinese lunar new year. Make links to children's experiences of life in different countries e.g. family members/friends/ where they used to live/where they have been on holiday. Add to our class map and invite 'show and tell' from the children and adults. <u>Special places</u>	<u>Caring for Others</u> Christianity, Sikhism and Buddhism WALT understand the importance of caring for others in different religions: • The story of The Good Samaritan – Christianity; • The story of The Monkey King - Buddhism; • Offering the Langar meal – Sikhism. Theme: Core Beliefs, Ideas and Symbols 3 Theme: Social Action – putting beliefs into action 4	<u>The Parables of Jesus</u> Christianity WALT retell and suggest meanings of some religious and moral stories. Theme: Core Beliefs, Ideas and Symbols 3 Theme: Ask big questions and make connections 1 & 2	<u>Welcoming and Belonging</u> Christianity and Sikhism WALT describe what it means to belong to a community. WALT make comparisons between welcoming ceremonies in different religions: • Baptism – Christianity; • Naam Karan – Sikhism. Theme: Identity 2	<u>Buddhist Beliefs and Practices</u> Buddhism WALT describe the key aspects of Buddhist beliefs. • The Buddha; • The Dalai Lama; • Enlightenment. Theme: Core Concepts, Beliefs and Ideas 1 & 3 Theme: Identity 4 Theme: Explore Philosophical Questions 4 Theme: Social Action 1	<u>Sacred Words</u> Baha'i, Buddhism, Christianity, Islam and Judaism WALT explore significant words, phrases, stories, prayers and texts from different religions. <i>Builds on Year 3 'Special Books and Sacred Texts' theme</i> Theme: Core Concepts, Beliefs and Ideas 8 Follow Cumbria SACRE Planning: 'What Can We Learn from Religious Texts?' planning	<u>Inspirational People of Faith</u> WALT learn about the lives of different people of faith and to understand what inspires and motivates them to live in a particular way. WALT analyse what we find inspiring about these people. <i>Possible people to study: Martin Luther King, Mother Theresa, Pope Benedict, Del Lai Lama, Malala Yousafzai and their motivation for how they live their lives.</i> <i>Builds on Year 6 'Religious Leaders' theme</i> (order RE Today 'Special People of Faith and Action' resource book?) Theme: Social Action 2 Theme: Explore Philosophical Questions 1 - 5
Summer 2	DM strands: Understand that some places are	<u>Beliefs about God</u>	<u>Daily Lives</u>	<u>Special Books and Sacred Texts</u> Christianity,	<u>Sharing and Community</u>	<u>Prayer</u> Christianity and Islam	<u>Year 6: Religion and Beliefs – What do we</u>

	special to members of their community. Talk to the children about special places e.g. homes, schools. Why are they special? What makes them special? Where else is special to you? Do you have a place of worship? If not, do you have a special building near your house that you might see people walk to each Sunday perhaps. Talk about the churches near the children's houses e.g. St Pauls, St Wilfrids, CBC and The Cathedral we can see from our school. Does everybody go to a place of worship?	Christianity, Judaism, Hinduism, Sikhism, Islam and Buddhism WALT the main beliefs and teachings of different religions. WALT ask puzzling questions and share our own ideas about God. (see BBC Bitesize Key Stage 2 RE clips) Theme: Core Beliefs, Ideas and Symbols Theme: Ask big questions and make connections 1, 2 & 3	Christianity, Judaism, Hinduism, Sikhism, Islam and Buddhism WALT understand how people of different religions express their belief and faith in their daily lives. (buy in books to support this theme, if not in school library) Theme: Expression of Faith 1 & 2 Theme: Identity – Daily Life 1 & 2	Judaism, Buddhism, Islam and Sikhism WALT identify the religious texts for different religions. WALT make comparisons between how different faith groups show respect for their sacred texts. <u>Islam</u> • The Quran • What can we find out about a story from Islam of Muhammad (PBUH) at the Gates of Makkah <u>Buddhism</u> • What can we find out about Buddhism from the story Siddhartha and the Swan? • What can we find out about Buddhism from quotations from Buddhist texts? <u>Judaism</u> • The Torah scroll <u>Christianity</u> • The Bible <u>Sikhism</u> • How do Sikhs use the Guru Granth Sahib? • What do Sikhs learn from it about God? Theme: Core Concepts, Beliefs and Ideas 4 Follow Cumbria SACRE Planning: 'Why are some books and stories special?' planning	Christianity and Sikhism WALT understand how community and sharing are important in all religions. WALT make comparisons between the sharing of food in Christian and Sikh worship. • The Last Supper – Christianity; • The Feeding of the 5,000 – Christianity; • The Langar (& Kara Prashad) – Sikhism. <i>Builds on Year 1 'Food and Fasting' theme</i> Theme: Core Concepts, Beliefs and Ideas 7 Theme: Identity 3 Theme: Social Action 1	WALT explain our own understanding of reflection and relate this to prayer. WALT explain the importance of prayer to both Christians and Muslims. WALT describe the Islamic prayer ritual (Salat). WALT identify the similarities and differences between prayer in the Islamic and Christian faiths. <i>Builds on Year 5 'Pillars of Islam' theme</i> Theme: Practices – how people express their faith 3 Theme: Identity 4 Theme: Explore Philosophical Questions 5	<u>know and why is this important?</u> WALT reflect on our prior learning about religion and beliefs. WALT carry out independent investigation and enquiry about different religions. WALT effectively communicate our learning with others. WALT to show respect for different religions and beliefs, reflecting on why our learning in RE is important in shaping our own ideas and in our daily lives. This unit recaps on prior learning from all the themes: • Core Concepts, Beliefs and Ideas; • Practices – how people express their beliefs; • Identity; • Social Action; • Explore Philosophical Questions
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