



Long Term Plan: RE



Year band	Autumn Term		Spring Term		Summer Term	
Reception	Me and My Community <u>Autumn Term Outcomes</u>	People who help us/Autumn <u>Autumn Term Outcomes</u>	Once Upon a Time <u>Spring Term Outcomes</u>	Ready, Steady, Grow <u>Spring Term Outcomes</u>	Animal Safari <u>Summer Term Outcomes</u>	On the Beach <u>Summer Term Outcomes</u>
Year 1 FOCUS: Christianity and Judaism	<p><u>Caring</u> <u>Listen to examples of care and concern shown by believers and religious communities and explore the reasons for these actions 1.6b</u></p> <p>** Please see Entrust MTP for extra detail**</p> <ul style="list-style-type: none"> • I can say who cares for me. • How do I show I care (role play scenarios familiar to the children) • I can explain how a faith community cares for others (<i>Christianity - harvest giving food.</i>) • I can explain how a faith community cares for others (<i>Sikhism - Langar Kitchen or distribution of prashad</i>) • Explain how and why people show they care in different ways. • I can say who I care for and how I show I care. 		<p><u>Celebrations</u> <u>Explore the preparations for and find out about the celebration of festivals 1.2b</u></p> <p>** Please see Entrust MTP for extra detail**</p> <ul style="list-style-type: none"> • Recognise how people celebrate. • Identify how Christians prepare for and celebrate Christmas. • Identify how Muslims prepare for and celebrate Eid. • Identify how Passover is celebrated in Judaism. • Draw or paint a happy moment of celebration from my life. Talk or write about picture and record this) 		<p><u>Answers</u> <u>Engage with stories and extracts from religious literature and talk about their meanings 1.1a</u></p> <p>** Please see Entrust MTP for extra detail**</p> <ul style="list-style-type: none"> • Explore the idea of right and wrong. (heart activity from entrust MTP) • Engage with stories.* • Retell stories and talk about their meanings ** • Retell stories and talk about their meanings ** • Reflect on Jesus as a friend, What good things can I do? <p><u>Suggestions</u></p> <p>*(Jesus in the temple Luke 2 41-51) ** (Call, Matthew 4 ¹⁸⁻²², Mary and Martha, Luke 10 ³⁸⁻⁴², Jesus and the Children, Matthew 19 ¹³⁻¹⁵, paralysed man, Luke 5 ¹⁸⁻²⁶)</p>	

<p>FOCUS: Christianity and Judaism</p>	<p><u>Belonging</u> <u>Find out about ceremonies in which special moments in the life cycle are marked 1.4c</u></p> <p>** Please see Entrust MTP for extra detail**</p> <ul style="list-style-type: none"> • I can identify groups I belong in and how I show this. • Explain what belonging to a group means to you. • Understand how babies are welcomed into Christianity (infant baptism) • Describe a ceremony which is special to another faith community. • Understand what these ceremonies mean to believers. (symbolism) • How do I celebrate special moments? (Reflect on a ceremony you have attended) 	<p><u>Families</u> <u>Listen to and ask questions about stories of individuals and their relationship with God 1.5b</u></p> <p>** Please see Entrust MTP for extra detail**</p> <ul style="list-style-type: none"> • Identify who is in my family • Explore the idea that the Christian Church is one big family. (Visit from Church leader) • Explain how the Christian Church supports its family. • I can explain why my family is important to me. 	<p><u>Worship</u> <u>Find out about how and when people worship and ask questions about why this is important to believers 1.2a</u></p> <p>** Please see Entrust MTP for extra detail**</p> <ul style="list-style-type: none"> • Discuss the reasons that people meet together with a common interest. • Explore the special places where people worship and what they do (Christianity) • Explore the special places where people worship and what they do (Judaism or class teacher choice based on faiths within the class) • Why is it important to get together to worship? • Why is it important to me to meet with other people?
<p>Year 2 FOCUS: Christianity and Judaism</p>	<p><u>Caring for the Natural World</u> <u>Explore stories from religious traditions and find out about attitudes to the natural world 1.6c</u></p> <p>** Please see Entrust MTP for extra detail**</p> <ul style="list-style-type: none"> • (reflection/discussion) Given a collection of natural objects - Where did they come from? Who made them? Who looks after them? 	<p><u>Worship & Ceremonies</u> <u>Identify symbolic actions, gestures and rituals and talk about how they are used as part of worship and ceremonies 1.3b</u></p> <p>** Please see Entrust MTP for extra detail**</p> <ul style="list-style-type: none"> • Explore the ways that a Christian might worship. • Explore the ways that a Muslim might worship. • Compare worship in Christianity and Islam. 	<p><u>Storytelling Through Sacred Writings</u> <u>Explore a range of stories and extracts from sacred writings and talk about meaning they have for believers 1.5c</u></p> <p>** Please see Entrust MTP for extra detail**</p> <ul style="list-style-type: none"> • Identify a book that is special to me and why. • Understand why the Bible is special to Christians (visit from church leader)

	<ul style="list-style-type: none"> • Explore how people show they care about the world. (see entrust plan) • Understand the Christian and Jewish creation story. • How would followers of Christianity or Judaism show they care about the world? • I can show I care about the world. 	<ul style="list-style-type: none"> • Describe the similarities and differences in the way people worship. • Explore the imagery that helps people to worship God. (place of worship visit) 	<ul style="list-style-type: none"> • Understand why the Qu'ran is special to Muslims and how it is treated. • Explore Christian Psalms. • Reflect on a religious story and its meaning to believers. (The Lost Sheep (Luke 15, v1-7)) • Reflect on a religious story and its meaning to believers. (See Entrust MTP for suggestions)
<p>FOCUS: Christianity and Judaism</p>	<p><u>Valuing New Life – the birth of Jesus</u> <u>Engage with religious beliefs and ideas expressed through story, symbol and other visual forms of expression 1.3c</u></p> <p>** Please see Entrust MTP for extra detail**</p> <ul style="list-style-type: none"> • Understand the story of the birth of Jesus • Sequence the story of the birth of Jesus • Explain how the wise men and shepherds knew Jesus was special. • Explain how Christians show Jesus is special. • Talk about who is special to me and how I can show them. • Show someone they are special to you 	<p><u>Belonging to a Group</u> <u>Identify the importance for some people of belonging to a religion and recognise the difference this makes to their lives 1.2c</u></p> <p>** Please see Entrust MTP for extra detail**</p> <ul style="list-style-type: none"> • Identify a group which I belong in and how that makes me feel. • (Recap) Describe how a baby is welcomed into the Christian Faith • Understand the ceremony of Aqiqah and its importance to Muslims. (2 lessons) • Understand the ceremony of Aqiqah and its importance to Muslims. (2 lessons) • Design your own ceremony to welcome a new baby. 	<p><u>Showing Kindness and Goodness</u> <u>Listen and respond to stories highlighting the morals and values of believers in practice 1.6a</u></p> <p>** Please see Entrust MTP for extra detail**</p> <ul style="list-style-type: none"> • Identify what I believe makes a person good • Identify the lessons taught in faith stories (The boy who threw stones - Islam)* • Identify the lessons taught in faith stories (The jasmine flower and the milk - Sikhism)* • Retell stories which show kindness and goodness to believers * • Reflect: How can I show kindness and goodness <p>* These stories are available online. Here is one available link: http://www.lancsnqfl.ac.uk/re-syllabus/download/file/Creative%20story%20telling%20for%20younger%20children.pdf</p>

<p>Year 3 FOCUS: Christianity and Sikhism</p>	<p><u>Exploring Living by Rules</u> <u>Explore rules for living found in sacred writings and teachings and ask questions about their impact on the lives of believers 2.6a</u></p> <p>** Please see Entrust MTP for extra detail**</p> <ul style="list-style-type: none"> • Understand what rules are and why do we need them. (Create own set of rules I.e., for the classroom/for bonfire night) • Understand rules in sacred writings: The Ten Commandments (Christianity) • Understand rules in sacred writings: The Five Pillars (Islam) • Understand rules in sacred writings: The 5 K's (Sikhism) • Identify the impact that rules have on believers. • Explore the Golden Rule of "Always treat others as you would like to be treated" 	<p><u>Symbols of Worship</u> <u>Compare and contrast the use of symbols, actions and gestures used in worship by different communities 2.3c</u></p> <p>** Please see Entrust MTP for extra detail**</p> <ul style="list-style-type: none"> • Talk about signs and symbols that I may see in my everyday life. (Discussion - photo/annotations required) • Identify symbols associated with worship in Christianity. • Identify symbols associated with worship in Sikhism. • Identify symbols associated with worship in Islam. • Explore the symbolic ideas of love and peace and how a Christian might express them in everyday life. (See entrust MTP) • Express what love or peace means to me. 	<p><u>The Beginning of the World</u> <u>Explore the meaning of a wide range of stories about the beginnings of the world and reflect upon their importance for believers 2.1d</u></p> <p>** Please see Entrust MTP for extra detail**</p> <ul style="list-style-type: none"> • Explain my view of how the world began. • Explore the Christian Creation Story. • Explore the Sikh Creation Story • Explore the Hindu or Islamic Creation Story choice dependent upon class) • Compare similarities and differences of two Creation stories. • Write my own Creation Story.
<p>FOCUS: Christianity and Sikhism</p>	<p><u>Religion in the Home</u> <u>Compare and contrast the practice of religion in the home in different religious communities 2.2a</u></p> <p>** Please see Entrust MTP for extra detail**</p>	<p><u>Sharing Special Food</u> <u>Investigate some features of key religious festivals and celebrations and identify similarities and differences 2.2c</u></p> <p>** Please see Entrust MTP for extra detail**</p>	<p><u>Religious Leaders</u> <u>Explore into the life of key religious figures and make links with teachings and practices of special significance to followers 2.1c</u></p> <p>** Please see Entrust MTP for extra detail**</p>

	<ul style="list-style-type: none"> • Identify customs and practices from my own home. • Identify practices in the home of believers. (Shabbat) • Identify practices in the home of believers. (Puja meal - Hinduism) • Identify practices in the home of believers. (Islam - 5 prayers a day) • Identify important beliefs which a Christian may practice at home. • Reflect on what makes your house a home. 	<ul style="list-style-type: none"> • Identify times that are special to me and the foods I associate with them. • Explore the story of Passover • Identify the symbolic food of Passover. (Sedar plate) • Explore the story of Easter. • Identify the symbolic food of Easter. • Compare the similarities and differences between Easter and Passover 	<ul style="list-style-type: none"> • What makes a good leader? • Explore the story of the baptism of Jesus. • Explore the story of the temptation of Jesus. • Identify what Christians could learn from the Stories of Jesus • Reflect what leadership qualities I have and how I can use them for good.
<p>Year 4 FOCUS: Christianity and Hinduism</p>	<p><u>Environment: Harvest</u> <u>Explore religious stories and teachings about the environment and identify and reflect their impact on behaviour 2.6d</u></p> <p>** Please see Entrust MTP for extra detail**</p> <ul style="list-style-type: none"> • Understand what is meant by 'environments' • Discuss teachings from Christianity that relate to the environment (Gen 1 v27-31) • Explore the Jewish festival of Sukkot • Explore the Christian festival of Harvest and what this might mean to believers. • Reflect on how the environment is being treated today - does this reflect the religious teachings and stories? 	<p><u>Commitment: Lent</u> <u>Engage with a variety of people about their beliefs and values and ask questions about the way commitment affects their lives 2.6c</u></p> <p>** Please see Entrust MTP for extra detail**</p> <ul style="list-style-type: none"> • Discuss times that are special to us and how we prepare for them. • Understand the temptation that Jesus felt in the Wilderness and what qualities he demonstrated. (Ivan Kramskoy painting). • Reflect on occasions where I have felt tempted and discuss how I reacted. • Understand the practices that Christians have during Lent. • Understand the significance of Shrove Tuesday and Ash Wednesday for Christians 	<p><u>Thinking About God</u> <u>Identify some of the ways in which religions name and describe attributes of God and make links with belief and practice 2.3d</u></p> <p>** Please see Entrust MTP for extra detail**</p> <ul style="list-style-type: none"> • Recognise names we associate with different people. • Identify names which Christians associate with God • Explore what Hindu's think about God • Explore how Hindu's worship • Study a chosen Hindu God

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	<ul style="list-style-type: none"> Engage in a practical activity that reflects my understanding of Christian Harvest (Organise Harvest festival/food bank donation) 	<ul style="list-style-type: none"> How beliefs and values affect the way people live. 	
<p>FOCUS: Christianity and Hinduism</p>	<p><u>Landmarks in Life</u> <u>Investigate the importance for believers of ceremonies in which special moments in the life cycle are marked 2.4d</u></p> <p>** Please see Entrust MTP for extra detail**</p> <ul style="list-style-type: none"> Identify special moments in my life so far. Understand how joining the Christian faith is celebrated. (confirmation) Understand how joining the Hindu faith is celebrated (Upanayana) Understand how a Christian Marriage is celebrated. Understand how a Hindu marriage is celebrated Create a ceremony they would like to design for a special event in their lives. 	<p><u>Hinduism</u> <u>Research some key events in the development of a religious tradition and explain the impact on believers today 2.4c</u></p> <p>** Please see Entrust MTP for extra detail**</p> <ul style="list-style-type: none"> Recognise different traditions people may have and why they might choose a particular way to live. Identify the main features of Hinduism. Name and describe symbols of Hinduism Recognise the importance of the Mandir for the Hindu community (faith visit) Reflect aspects of my own life that are distinctive and should be passed on. 	<p><u>Features and Patterns of Worship</u> <u>Identify the main features and patterns of an act of worship and talk about the importance of worship for believers 2.2b</u></p> <p>** Please see Entrust MTP for extra detail**</p> <ul style="list-style-type: none"> Discuss the reasons that people meet together with a common interest. Explore the special places, actions, objects and words of Christian Worship. (2 lessons to produce mini project) Explore the special places, actions, objects and words of Hindu Worship. (2 lessons to produce mini project)
<p>Year 5 FOCUS: Christianity and Islam</p>	<p><u>Sacred Writings: Hinduism / Islam</u> <u>Explore a variety of forms of literature found in sacred books and investigate a range of religious teachings 2.1b</u></p> <p>** Please see Entrust MTP for extra detail**</p>	<p><u>Religious Diversity: Happiness</u> <u>Explore the diversity of a range of religious traditions and identify and reflect on similarities and differences 2.4a</u></p> <p>** Please see Entrust MTP for extra detail**</p> <ul style="list-style-type: none"> Identify what makes me happy. 	<p><u>Wise words</u> <u>Explore the origins of sacred writings and consider their importance for believers today 2.1a</u></p> <p>** Please see Entrust MTP for extra detail**</p>

	<ul style="list-style-type: none"> • Understand key facts about Hinduism. • Explore the story of Krishna. • Retell the story of Krishna through mime and dance. • Ask questions about sacred writings and understand why they are important to believers.(Rama and Sita) • Explore how Hindus celebrate Diwali. • Reflect: What do Hindu's believe God is like and why is this important to them. 	<ul style="list-style-type: none"> • Write a recipe for happiness. • Explore Humanist views on happiness and responsibility. • Retell the story of Sidhartha Gotama - the Buddha. • Reflect on the Buddhism eightfold path as a way to achieve happiness. • Compare similarities and difference between Humanist and Buddhist beliefs about happiness 	<ul style="list-style-type: none"> • Understand that the sacred text of Christianity is the Bible and how it may be used as a guide by Christians. • Understand that the sacred book of Islam is the Quran and how it should be treated and why. • Explore stories which offer words of advice to believers. (Christianity Luke 15³⁻⁷ and Matthew 18¹²⁻¹⁴) • Explore stories which offer words of advice to believers. (Islam The Story of the Night of Power)
<p>FOCUS: Christianity and Islam</p>	<p><u>Peace</u> <u>Explore the symbolic use of a wide range of objects, sounds, visual images, actions and gestures and make suggestions as to the intended meaning they might have for believers 2.3a</u></p> <p>** Please see Entrust MTP for extra detail** ** (Visit to National Arboretum/virtual ?)**</p> <ul style="list-style-type: none"> • Identify what 'Peace' means to me. • Understand what 'Peace' means in Christianity. (Blessed are the Peacemakers.) • Explore what 'Peace' means to Hindu's (Ahimsa) • Understand what 'Peace' means in Islam. (Do not take life) 	<p><u>Easter: Suffering & Hardship</u> <u>Investigate and reflect upon a range of religious responses to suffering, hardship and death 2.5b</u></p> <p>** Please see Entrust MTP for extra detail**</p> <ul style="list-style-type: none"> • Discuss what it means to be rescued, identify situations where people may need rescuing. (Is life fair?) • Explore what 'Jesus the Saviour, the Good Shepherd' means to Christians. (John 10:11 and 10:14). • Retell the events of Holy Week (Produce mini book over 2 weeks) • Reflect on the hardship and suffering of Easter (imagery and powerful language used - The Nail Man by Steve Turner) 	<p><u>Values and beliefs</u> <u>Investigate the life of a person who has been inspired by their faith and make links between belief and action 2.2d</u></p> <p>** Please see Entrust MTP for extra detail**</p> <ul style="list-style-type: none"> • Identify what actions, words or values make someone inspirational. • Identify the consequences of actions in the life of someone inspired by their faith. (Mini project based on Archbishop Desmond Tutu/Yusuf Islam see Entrust MTP) (2 Weeks) • Explore the life of Ghandi and how he was inspired by his beliefs and values. • Reflect on what my own actions say about what I value.

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	<ul style="list-style-type: none"> • Design a new memorial to commemorate and celebrate work of soldiers from one faith. • Explore the story of Sadako Sasaki and her cranes for Peace. 	<ul style="list-style-type: none"> • Create an El Salvador Cross to express why Easter is important to Christians. 	
<p>Year 6 FOCUS: Christianity, Sikhism, Hinduism, Islam</p>	<p><u>Commitment</u> <u>Investigate ceremonies associated with joining or belonging to a faith community and talk about the meaning of commitment 2.6b</u></p> <p>** Please see Entrust MTP for extra detail**</p> <ul style="list-style-type: none"> • Explain what is meant by commitment. • Research what happens at a Jewish Bar or Bat Mitzvah (2 weeks) • Research what happens at a Christian confirmation ceremony. (2 weeks) • Plan my own coming of age celebration. 	<p><u>Taking Part</u> <u>Find out about the activities of a local religious community and make links with key religious teachings 2.4b</u></p> <p>** Please see Entrust MTP for extra detail**</p> <p><u>Unit to be confirmed following SB meeting with St Peters July 2022</u> <i>(Discussion with local church to be facilitated prior to this unit - SB to support)</i></p> <ul style="list-style-type: none"> • Investigate places of worship in my local area. • Visit a local place of worship • Research the work of a charity linked to a local place of worship. • Plan an event to raise money for charity. 	<p><u>The Importance of Hope</u> <u>Raise questions about issues which cause people to wonder and investigate some answers to be found in religious writings and teachings 2.5a</u></p> <p>** Please see Entrust MTP for extra detail**</p> <ul style="list-style-type: none"> • Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, <i>i.e How did the world come to be?, What happens after we die?, What is the purpose of life? Is life fair?</i> • Identify sources used by faith communities to answer big questions. Identify important beliefs and teachings used to provide answers. <i>(i.e. creation stories, views on life after death etc)</i> • Understand what is meant by man-made evil and natural evil and what questions these raise about God's love. • Explore the life of Rabbi Hugo Gryn and how the story of Hanukka gave him strength. • Identify my own puzzling questions.

<p>FOCUS: Christianity, Sikhism, Hinduism, Islam</p>	<p><u>Words of Wisdom</u> <u>Explore on the meaning of stories drawn from religious sources and reflect upon the significance of key words, phrases or expressions 2.3b</u></p> <p>** Please see Entrust MTP for extra detail**</p> <ul style="list-style-type: none"> • Understand why stories are used to deliver a message (Link to Aesop's Fables) • Explore the meaning of the religious story - The Lost Sheep. • Explore the meaning of the religious story - Prophet Mohammed and the Thirsty Camel. • Explore the meaning of the religious story - Abraham and Isaac • Explore the meaning of the religious story - Bilal - the first muezzin • Reflect on the wise words that are important to me. <p><i>In this unit of work pupils will explore several stories. For each story the following process of exploration is useful: share the story and explore meaning What place does the story have in the religion(s) we are studying/what is the key message? How important is the story to believers/how might it encourage them to act? A practical task to sum up understanding e.g. a text to self (a connection between the story and your experience), text to a believer (a connection between the story and how a believer should put the message into practice) text to world (a connection between the story and events in the real world) and text to media (a connection between</i></p>	<p><u>Belief in Action</u> <u>Make links between beliefs and action and reflect how this might have local, national and international impact 2.5d</u></p> <p>** Please see Entrust MTP for extra detail**</p> <ul style="list-style-type: none"> • Discuss how people's actions can be prompted by belief. (class debate - School will now open on Sundays) • Understand what is meant by 'Shabbat' and recognise why it is important to Jews. • Respond to the Christian 4th commandment - what impacts could this action have? • Describe the significance of the Shabbat meal. • Reflect on my own values and what impact they could have. 	<p><u>Justice: Rich and Poor</u> <u>Investigate stories about God's relationship with people and suggest how, for some people, this helps them to make sense of life 2.5c</u></p> <p>** Please see Entrust MTP for extra detail**</p> <ul style="list-style-type: none"> • Identify what we already know about charities and what issues they address. • Make links between the beliefs and teachings of Christianity and the work of Christian Aid. (2 weeks) • Make links between the beliefs and teachings of Islam and the work of Islamic Relief. (2 weeks) • Identify similarities and differences between two faith charities (Christian Aid and Islamic Relief) • Recognise the impact of the way believers lead their lives. Reflect on my own values.
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<i>the story and something you've seen on TV, in a computer or heard in a song)</i>		
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