



# RE Long Term Planning

'Achieve Excellence'

Nursery and Reception - Integrated within the Reception curriculum

Y1 - 6 30 minutes a week

<b>Christianity</b>	<b>Hinduism</b>	<b>Judaism</b>	<b>Islam</b>	<b>Sikhism</b>	<b>Free Choice/Enquiry</b>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery Cycle 1 / 2</b> <i>Introduce concept of 'specialness'</i>	<b>Special People to me (Family/Friends)</b>  <b>Community</b>	<b>Special Times for my family &amp; I (Birthdays/Christmas)</b>  <b>Giving Celebration Community</b>	<b>Special Places to me</b>  <b>Community</b>	<b>Special Books to me</b>  <b>Sacred texts Respect</b>	<b>Special Objects to me</b>  <b>Respect</b>	<b>People who help us! Community</b>
	Has sense of own immediate family and relations and pets (U the W, P&C) In pretend play imitates everyday actions and events from own family and cultural background (U	Enjoys joining in with family customs and routines (U the W, P&C)  Remembers and talks about significant events in their own experiences (U the W,	Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. U the W, P&C)	Enjoys joining in with family customs and routines (U the W, P&C)  Remembers and talks about significant events in their own experiences (U the W,	Enjoys joining in with family customs and routines (U the W, P&C R5)  Remembers and talks about significant events in their own experiences (U the W,	Enjoys joining in with family customs and routines (U the W, P&C)  Remembers and talks about significant events in their own experiences (U the W,

	<p>the W. P&amp;C) Begins to have their own friends (U the W. P&amp;C) Learns that they have similarities and differences that connect them to and distinguish between others (U the W. P&amp;C)</p>	<p>P&amp;C) Recognises and describes special times and events for families and friends. (U the W, P&amp;C)</p>		<p>P&amp;C) Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to family and friends (U the W, P&amp;C)</p>	<p>P&amp;C) Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to family and friends (U the W, P&amp;C)</p>	<p>P&amp;C) Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to family and friends (U the W, P&amp;C)</p>
<b>Reception</b>	<p><b><u>All About Me</u></b> <b>What is important to me? What is important to my friend?</b></p> <p><b>Community Respect</b></p>	<p><b><u>Let's celebrate!</u></b> <b>How do my family &amp; I celebrate special events?</b> <b>Diwali/ Christmas Giving Celebration Respect Community</b></p>	<p><b><u>Off on an Adventure!</u></b> <b>Why are some places special?</b></p> <p><b>Respect Community</b></p>	<p><b><u>Once Upon a Time</u></b> <b>What can we learn from stories?</b> <b>Easter</b></p> <p><b>Sacred texts Respect</b></p>	<p><b><u>Creatures Great and Small</u></b> <b>How do we show care for others?</b></p> <p><b>Respect Community Responsibility</b></p>	<p><b><u>Get Growing!</u></b> <b>Why is our world special? Who created our world?</b> <b>Sacred texts Respect Appreciation responsibility</b></p>
	<p>Enjoys joining in with family customs and routines (U the W P&amp;C) Talks about past and present events in their own lives and in the lives of family members (U the W P&amp;C) Knows that other children do not always enjoy the same things and is sensitive to this. (U the W P&amp;C) Know similarities and differences between themselves and other and among families,</p>	<p>Enjoys joining in with family customs and routines (U the W P&amp;C) Talks about past and present events in their own lives and in the lives of family members (U the W P&amp;C) Knows that other children do not always enjoy the same things and is sensitive to this. (U the W P&amp;C) Know similarities and differences between themselves and other and among families,</p>	<p>Enjoys joining in with family customs and routines (U the W P&amp;C) Talks about past and present events in their own lives and in the lives of family members (U the W P&amp;C) Knows that other children do not always enjoy the same things and is sensitive to this. (U the W P&amp;C) Know similarities and differences between themselves and other and among families,</p>	<p>Enjoys joining in with family customs and routines (U the W P&amp;C ) Talks about past and present events in their own lives and in the lives of family members (U the W P&amp;C) Knows that other children do not always enjoy the same things and is sensitive to this. (U the W P&amp;C) Know similarities and differences between themselves and other and among families,</p>	<p>Enjoys joining in with family customs and routines (U the W P&amp;C) Talks about past and present events in their own lives and in the lives of family members (U the W P&amp;C) Knows that other children do not always enjoy the same things and is sensitive to this. (U the W P&amp;C) Know similarities and differences between themselves and other and among families,</p>	<p>Enjoys joining in with family customs and routines (U the W P&amp;C) Talks about past and present events in their own lives and in the lives of family members (U the W P&amp;C) Knows that other children do not always enjoy the same things and is sensitive to this. (U the W P&amp;C) Know similarities and differences between themselves and other and among families,</p>

	<p>communities, cultures and traditions. (U the W P&amp;C)</p> <p><b>ELG</b> - know some similarities and differences between different religious and cultural communities in this country drawing on their experiences and what has been read</p> <p>-Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and where appropriate, maps.</p>	<p>communities, cultures and traditions. (U the W P&amp;C)</p> <p><b>ELG</b> - know some similarities and differences between different religious and cultural communities in this country drawing on their experiences and what has been read</p> <p>-Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and where appropriate, maps.</p>	<p>communities, cultures and traditions. (U the W P&amp;C)</p> <p><b>ELG</b> - know some similarities and differences between different religious and cultural communities in this country drawing on their experiences and what has been read</p> <p>-Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and where appropriate, maps.</p>	<p>communities, cultures and traditions. (U the W P&amp;C)</p> <p><b>ELG</b> - know some similarities and differences between different religious and cultural communities in this country drawing on their experiences and what has been read</p> <p>-Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and where appropriate, maps.</p>	<p>communities, cultures and traditions. (U the W P&amp;C)</p> <p><b>ELG</b> - know some similarities and differences between different religious and cultural communities in this country drawing on their experiences and what has been read</p> <p>-Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and where appropriate, maps.</p>	<p>communities, cultures and traditions. (U the W P&amp;C)</p> <p><b>ELG</b> - know some similarities and differences between different religious and cultural communities in this country drawing on their experiences and what has been read</p> <p>-Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and where appropriate, maps.</p>
<b>Year 1</b>	<p>What does it mean to belong? <b>community</b> <b>Symbols</b> <b>Faith</b></p>	<p>Why is Christmas celebrated by Christians? <b>Giving</b> <b>Celebration</b> <b>Faith &amp; belief</b> <b>Sacred text</b> <b>Symbol</b> <b>Worship &amp; prayer</b></p>	<p>How and why are Allah and Muhammad important to Muslims? (Eid) <b>Faith &amp; Belief</b> <b>Community</b> <b>Worship &amp; prayer</b> <b>Sacred text</b></p>		<p>What do we think about how the world was made and how we should look after it? <b>Respect</b> <b>Appreciation</b> <b>responsibility</b></p>	<p><b>What is respect?</b></p>
	<p>Building on from Reception I am special Talk about a practice from a religion. Talk about my own experiences and can</p>	<p>Building on from Festivals in Reception Talk about a practice from a religion. Retell a religious story using prompts and</p>	<p>Building on from Let's Celebrate in Reception Retell a religious story using prompts and know that it is from a sacred text and is special to some people. Recognise some religious symbols and words Ask questions about me, and who I am, showing</p>		<p>Building on from Get growing in Reception Retell a religious story using prompts and know that it is from a sacred text and is</p>	<p>Building on from all terms  Find out about questions of right and wrong and begin to</p>

	<p>link these to the communities to which I belong. Ask questions about me, and who I am, showing awe and wonder.</p>	<p>know that it is from a sacred text and is special to some people. Talk about my own experiences and can link these to the communities to which I belong.</p>	<p>awe and wonder. Ask puzzling questions about Creation and God.</p>	<p>special to some people. Start to share my opinions and say what is important to myself and to others. Ask questions about me, and who I am, showing awe and wonder. Ask puzzling questions about Creation and God.</p>	<p>express my own ideas and opinions.  Find out about and respond with ideas to examples of co-operation between people who are different  Notice and respond sensitively to some similarities between different religions and worldviews.</p>
<b>Year 2</b>	<p><b>Why is the Bible a special book for Christians?</b> <b>Sacred text</b> <b>Faith &amp; Belief</b> <b>Worship &amp; Prayer</b> <b>Teaching community</b></p>	<p><b>Who was Jesus and why is he important to Christians today?</b>  <b>Teaching Sacred Text</b> <b>Faith &amp; belief</b> <b>Worship &amp; Prayer</b></p>	<p><b>Why is the Qu'ran a special book for Muslims? How do Muslims worship?</b>  <b>Teaching Sacred Text</b> <b>Faith &amp; belief</b> <b>Worship &amp; Prayer</b> <b>Respect community</b></p>	<p><b>What do Jews believe about God?</b>  <b>Respect Teaching Sacred Text</b> <b>Faith &amp; Belief</b></p>	<p><b>What is Humanism?</b> <b>(Key stage 1)</b></p>
	<p>Build on special books in Reception Retell a religious story using prompts and know that it is from a sacred text and is special to some people. Recognise some religious symbols and words. Ask questions about belonging, meaning and</p>	<p>Building on from Autumn 1 Start to share my opinions and say what is important to myself and to others.  Say ideas which are important to me and can say what I think to be right and wrong.</p>	<p>Building on from Special books in Reception and from learning about the Bible., Autumn 1. Retell and suggest meanings to some religious and moral stories. Explore and discuss sacred writings and sources of wisdom and recognising the communities from which they come. Discuss why worshippers choose to attend a particular place of worship and what it means to belong.</p>	<p>Building on from learning about religious stories in Spring  Retell and suggest meanings to some religious and moral stories.  Explore and discuss sacred writings and</p>	<p>Building on from recognising religious symbols in Autumn. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, and find out about the meanings behind them.</p>

	truth and can express my own ideas and opinions in response.		Make connections between different stories / sayings and what they teach followers of different religions / worldviews.		sources of wisdom and recognising the communities from which they come.  Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.  Find out about questions of right and wrong and begin to express my own ideas and opinions.	Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities. Find out about questions of right and wrong and begin to express my own ideas and opinions.
<b>Year 3/4 Cycle 1</b>	How do Christians use the Bible to help them with their lives? <b>Sacred texts</b> <b>Teaching</b> <b>Faith &amp; Belief</b> <b>Community</b> <b>Worship &amp; Prayer</b>	How do Hindus view God and how is Diwali celebrated?  <b>Worship &amp; prayer</b> <b>Community</b> <b>Respect</b> <b>Celebration</b> <b>Giving</b> <b>Sacred Texts</b>	What do I think about Jesus & how he is portrayed in art around the world?  <b>Faith &amp; Belief</b> <b>Sacred Text</b> <b>Symbols</b> <b>Community</b> <b>sacrifice</b>	How can I understand different Easter concepts?  <b>Faith &amp; belief</b> <b>Sacrifice</b> <b>Compassion</b> <b>forgiveness</b>	How do Sikhs worship?  <b>Community</b> <b>Faith &amp; belief</b> <b>Sacred text</b> <b>respect</b>	<b>What is Diversity?</b>
	Building on from Y2, Autumn 1 Make connections between different stories/sayings and what they teach followers of different religions/worldviews. Explore belief in action and make connections	Building on from learning about festivals in Reception Describe and make connections between different features of the religions and	Building on from Year 2, Autumn 2 Explore belief in action and make connections with my own life and communities. Consider and discuss examples of key leaders in stories from different faiths as	Building on from Spring 1 Describe and make connections between different features of the religions and worldviews we have studied.	Building on from Autumn 2 Describe and make connections between different features of the religions and worldviews we have studied.	Building on from all terms in ¾ cycle 1 Explore belief in action and make connections with my own life and communities. Reflect on my own values and explore

	<p>with my own life and communities. Understand the commitment and dedication needed for different faith followers. Reflect on my own values and explore what I can learn from the values of believers.</p>	<p>worldviews we have studied. Talk about celebrations, worship, pilgrimages and rituals which mark important points in life and reflect on ideas. Explore and describe a range of beliefs, symbols and actions so that I can understand different ways of life and ways of expressing meaning. Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, and respond thoughtfully to ideas about community, values and respect.</p>	<p>peacemakers and what this means. Find out about questions of right and wrong and begin to express my own ideas and opinions.</p>	<p>Talk about celebrations, worship, pilgrimages and rituals which mark important points in life and reflect on ideas. Discuss why worshippers choose to attend a particular place of worship and what it means to belong.</p>	<p>Talk about celebrations, worship, pilgrimages and rituals which mark important points in life and reflect on ideas. Understand the challenges of commitment to a community suggesting why belonging to a community may be valuable both in the diverse communities being studied and in my own life. Discuss my own and other's spiritual experiences and find connections between communities. Discuss issues about community cohesion and demonstrate understanding of different views.</p>	<p>what I can learn from the values of believers</p> <p>Discuss and apply my own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express my own ideas clearly in response. Explore moral and ethical questions using examples.</p>
<p><b>Year 3/4 Cycle 2</b></p>	<p>Why did Jesus teach people through stories?  <b>Sacred texts</b>  <b>Forgiveness</b>  <b>Faith &amp; belief</b>  <b>Teaching</b>  <b>Truth &amp; Justice</b></p>	<p><b>How do Jews show faith through practices and celebrations?</b></p> <p><b>Community</b>  <b>Faith &amp; belief</b>  <b>Celebrations</b>  <b>Symbols</b></p>	<p>Why are the five pillars important to Muslims?</p> <p><b>Giving</b>  <b>Faith &amp; Belief</b>  <b>Teaching</b>  <b>Compassion</b>  <b>Community</b>  <b>Worship &amp; Prayer</b>  <b>responsibility</b></p>	<p>What is my point of view about God and why do people have faith?</p> <p><b>Respect</b>  <b>Faith &amp; belief</b>  <b>Appreciation</b></p>	<p><b>What is the Baha'i Faith?</b></p>	

	<p>Building on ¼ Cycle 1 autumn 1 Retell a religious story using prompts and know that it is from a sacred text and is special to some people. Know how I can work together with others even if we have differences.</p> <p>Consider and discuss examples of key leaders in stories from different religions or world views as peacemakers and what this means.</p> <p>Make connections between different stories / sayings and what they teach followers of different religions / worldviews.</p>	<p>Building on Autumn 1a ¼ cycle 1 Ask and respond to questions about what communities do, and why. Identify what difference belonging to a community might make. Notice and respond sensitively to some similarities between different religions and worldviews. Understand the commitment and dedication needed for those who follow a religion or non-religious world view.</p>	<p>Building on Autumn 2 Describe and make connections between different religions and worldwide celebrations.</p> <p>Identify differences and similarities between different religions and worldviews.</p> <p>Discuss my views about what is right and wrong and what is just and fair and I can respect and understand the views of others.</p>	<p>Building on faith and belief from Spring Describe religions and world views, connecting my ideas and prior learning. Understand the commitment and dedication needed for different faith followers. Reflect on my own values and explore what I can learn from the values of believers.</p>	<p>Building on Worship and prayer Discuss why worshippers choose to attend a particular place of worship and what it means to belong. Reflect on my own values and explore what I can learn from the values of believers. Describe religions and world views, connecting my ideas and prior learning.</p>
<p><b>Year 5/6 Cycle 1</b></p>	<p>Which concepts do we find hard to understand in Christianity?</p> <p><b>Sacrifice Forgiveness Symbols Faith &amp; belief</b></p>	<p>How do Hindus worship?</p> <p><b>Worship &amp; prayer Faith &amp; belief Celebration Worship Respect Truth and Justice</b></p>	<p>What is the Kingdom of God and what do Christians believe about the afterlife?</p> <p><b>Sacrifice Forgiveness Sacred texts Faith &amp; Belief</b></p>	<p>Why is community and equality important to Sikhs?</p> <p><b>Faith &amp; Belief Compassion Community Giving Responsibility</b></p>	<p><b>What is Humanism?</b></p>

	<p>Building on from year ¾</p> <p>Explore eyewitness accounts. Explain how psychological and theoretical explanations can explain different ways of seeing the world. Observe and consider different dimension of religion. Understand similarities and differences between religions and worldviews. Explore moral and ethical questions using examples.</p>	<p>Building on from y3/4 Spring</p> <p>Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, and find out about the meanings behind them. Give thoughtful responses using different forms of expression. Consider an aspect of a religion and show differences and similarities to other religions or worldviews.</p>	<p>Building on from Autumn 1</p> <p>Discuss my own and other's spiritual experiences and find connections between communities. Explore and make personal informed responses to ultimate questions. Explain the religions and worldviews which I encounter clearly, reasonably and coherently.</p>	<p>Building on from Autumn 2</p> <p>Explore and describe a range of beliefs, symbols and actions. Explain the religions and worldviews I encounter. Explore and make personal informed responses to ultimate questions. Demonstrate an understanding of different views.</p>	<p>Building on from year 2 and RE skills through the terms</p> <p>Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, and find out about the meanings behind them. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities. Find out about questions of right and wrong and begin to express my own ideas and opinions.</p>
<p><b>Year 5/6 Cycle 2</b></p>	<p>What can we learn from Christian religious buildings and music?</p> <p><b>Community Symbols Celebration Faith &amp; belief Worship &amp; prayer</b></p>	<p>How do Jews demonstrate their faith through their communities ?</p> <p><b>Community Giving Worship &amp; prayer Appreciation Teaching</b></p>	<p>How is the Muslim faith expressed through family life?</p> <p><b>Community Responsibility Celebration Faith &amp; Belief Sacrifice</b></p>	<p>What are some differences and similarities with Christianity locally and globally? (denominations)</p> <p><b>Community Worship &amp; prayer Sacred Texts Respect forgiveness</b></p>	<p><b>How does faith and religion or non-religion impact people's lives?</b></p>
	<p>Building on from y3/4 and y5/6</p>	<p>Building on from y3/4 cycle 2</p>	<p>Building on from Year ¾ cycle 2</p> <p>Discuss my own and other's spiritual experiences and find connections between</p>	<p>Building on from year ¾ cycle 2</p>	<p>Building on from all previous terms</p>

	<p>Describe and make connections between different features of the religions and worldviews we have studied.</p> <p>Talk about celebrations, worship, pilgrimages and rituals which mark important points in life and reflect on ideas.</p> <p>Discuss my own and other's spiritual experiences and find connections between communities.</p> <p>Discuss issues about community cohesion and demonstrate understanding of different views.</p>	<p>Describe and understand links between stories and other aspects of the communities I have been investigating. I can respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities</p> <p>Explore and describe a range of beliefs, symbols and actions so that I can understand different ways of life and ways of expressing meaning.</p> <p>Give thoughtful responses using different forms of expression.</p>	<p>communities.</p> <p>Understand the importance of family in Islam and how the sense of community is promoted in the wider community.</p> <p>Respond thoughtfully to ideas about community, values and respect.</p>	<p>Explain how history and culture can influence an individual and how some question these influences.</p> <p>Discuss issues about community cohesion and demonstrate understanding of different views.</p> <p>Develop insight and start to analyse the impact of diversity within a community.</p>	<p>Make connections between different stories / sayings and what they teach followers of different religions / worldviews.</p> <p>Give thoughtful responses using different forms of expression.</p> <p>Describe religions and world views, connecting my ideas and prior learning.</p> <p>Understand the commitment and dedication needed for those who follow a religion or non-religious world view.</p>
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