



Gwladys Street C P and N School Long Term Plan RE



	Autumn 1	Autumn 2	Spring	Summer
Reception	<p><u>Which stories are special and why?</u> Christianity</p>	<p><u>Which people are special and why?</u> Christianity, Sikhism,</p>	<p><u>Which places are special and why?</u> Christianity, Islam</p>	<p><u>Which times are special and why?</u> Christianity, Hinduism and Judaism.</p>
	<p>talk about some religious stories recognise some religious words, e.g. about God identify some of their own feelings in the stories they hear identify a sacred text e.g. Bible, Qur'an talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do</p>	<p>talk about people who are special to them say what makes their family and friends special to them identify some of the qualities of a good friend recall and talk about stories of Jesus as a friend to others recall a story about a special person in Sikhism and talk about what can be learnt from it.</p>	<p>talk about somewhere that is special to themselves, saying why be aware that some religious people have places which have special meaning for them talk about the things that are special and valued in a place of worship identify some significant features of sacred places recognise a place of worship get to know and use appropriate words to talk about their thoughts and feelings when visiting a church.</p>	<p>give examples of special occasions and suggest features of a good celebration recall simple stories connected with Christmas/Easter and a festival from another faith say why Christmas/Easter and a festival from another faith are special times for believers.</p>
Year 1	<p><u>What does it mean to belong to a faith community?</u> Christianity</p>	<p><u>What makes some places sacred?</u> Christianity, Islam, Judaism,</p>	<p><u>How and why do we celebrate special and sacred times?</u> Christianity, Islam, Judaism</p>	<p><u>Who is a Christian and what do they believe?</u> Christianity</p>
	<p>Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3). Give an account of what happens at a traditional</p>	<p>Say why places of worship are important to the local community and give reasons for your answers Identify objects in a church and say how they are used and what they mean to believers. Identify objects in a mosque and say how they are used and what they mean to believers</p>	<p>Describe how a festival is celebrated. (A1) identify some ways Christians celebrate Easter (A1) Describe what happens and what is being celebrated at Eid-ul Fitr(A1) Describe what happens during Ramadan (A1) retell stories connected with Easter and say why these are important to Christians (A2)</p>	<p>Describe simply some Christian beliefs about God Describe simply some Christian beliefs about Jesus Retell a story that shows what Christians believe about God Share what a story about God might mean Share what the stories about Jesus say about good, bad, right and wrong Talk about issues of good and bad, right and wrong related to the stories</p>

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	<p>Christian infant baptism /dedication and suggest what the actions and symbols mean (A1). Identify two ways people show they belong to each other when they get married (A1). Respond to examples of co-operation between different people (C2)</p>	<p>Identify objects in a synagogue and say how they are used and what they mean to believers Talk about an object that is used in worship, saying how it is used and how it shows what people believe Ask appropriate and respectful questions of believers.</p>	<p>Consider questions such as how might these foods help people remember this festival? (B1) Think of reasons why some people choose to fast during Ramadan(B1) Give reasons why some people like to celebrate important events (C1) Give reasons why some people use music in celebrations (C1) Describe the link between a selection of Easter artefacts and the story and celebration of Easter events (C1) Describe the link between a selection of Pesach symbols and the story of Pesach (C1)</p>	<p>Ask some questions about believing in God Explain some ideas of my own about God</p>
Year 2	<p><u>Who is a Muslim and what do they believe?</u> Islam</p>	<p><u>Who is Jewish and what do they believe?</u> Judaism</p>	<p><u>What can we learn from sacred books?</u> Christianity, Islam, Judaism</p>	<p><u>How should we care for others and the world and why does it matter?</u> Christianity, Judaism</p>
	<p>Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1). Re-tell a story about the life of the Prophet Muhammad (A2). Recognise some objects used by Muslims and suggest why they are important (A2). Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1). Find out about and respond with</p>	<p>Talk about how the mezuzah in the home reminds Jewish people about God (A3). Ask good questions about how Jewish artefacts are used and their meaning (B1) Talk about how Shabbat is a special day of the week for Jewish people (B1) Give some examples of what Jewish people might do to celebrate Shabbat (B1). Re-tell a story that shows what Jewish people at the festivals of Chanukah might think about God, suggesting what it means (A2).</p>	<p>Talk about how the mezuzah in the home reminds Jewish people about God (A3). Ask good questions about how Jewish artefacts are used and their meaning (B1) Talk about how Shabbat is a special day of the week for Jewish people (B1) Give some examples of what Jewish people might do to celebrate Shabbat (B1). Re-tell a story that shows what Jewish people at the festivals of Chanukah might think about God, suggesting what it means (A2).</p>	<p>Re-tell Bible stories and stories from another faith about caring for others and the world (A2). Identify ways that some people make a response to God by caring for others and the world (B1). Talk about issues of good and bad, right and wrong arising from the stories (C3). Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2) Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1).</p>

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	ideas to examples of cooperation between people who are different (C2).			
Year 3	<p><u>A Hindu story: Rama and Sita</u> Opening Worlds</p>	<p><u>Hinduism origins: places and stories from the Indus Valley.</u> Opening Worlds</p>	<p><u>Living as a Hindu today, incl. Hinduism in London</u> Opening Worlds</p> <p><u>Judaism 1 - Abraham to Jacob</u> Opening Worlds</p>	<p><u>Judaism 2 - Joseph to Moses</u> Opening Worlds</p> <p><u>Judaism 3 - Samuel, Saul, David and the Kingdom</u> Opening Worlds</p>
	<p>Ancient stories. The Ramayana and context The story of Rama and Sita (in depth: ancient kingdom, banishing to the forest, battle with demon Ravana, triumphant return, lighting the way with lights) First reference to Vishnu The meanings of the story of Rama and Sita in Hindu tradition, focusing on (i) dharma; (ii) light</p>	<p>Vishnu and his avatars 1 – story of Manu and Matsya the fish Meaning and role of the Vedas – importance of sacred knowledge in Hinduism (through Manu/Matsya story). Ancient texts in Hinduism, including epics (revisit Ramayana) Vishnu’s symbols Origins of Hinduism in Indus Valley/Hinduism as a sacred religion Vishnu and his avatars 2 – Krishna and Arjuna on the battlefield: the teachings of the Bhagavad Gita</p>	<p>Ganesha stories and their meanings Parvati and Shiva - family in Mount Kailash The festival of Teej - women in Hinduism Puja ceremony Puja in Hindu stories Listening to Hindu people talk about their beliefs and practices. Optional visit to Hindu temple and/or people</p> <p>How have stories from the Hebrew Bible shaped Judaism? How did the Jews explain what they saw and experienced? Including stories from the Hebrew Bible. Abraham and Sarah and the concept of the Promised Land, Isaac and Rebecca, Jacob and Rachel Contexts relating to land, kinship, war. Links with history: ancient civilisations of the Middle East provide place and cultural context that makes these stories make sense (e.g. Egypt, Mesopotamia). These stories in turn reinforce knowledge of geography and history of early civilisations. Links via specific details, e.g. Ancient Egypt, but important</p>	<p>Including the following stories from the Hebrew bible: Joseph in Egypt Moses, Passover and the Exodus (Red Sea and the wilderness and tabernacle) Mount Sinai and 10 commandments Promised Land Contexts relating to land, kinship, slavery</p> <p>Stories inc. David and Goliath and King David. Solomon and the building of the Temple in Jerusalem Babylonian captivity and destruction of the Temple Babylonian stories, e.g. Daniel in the lions’ den, King Nebucadnezzar Jews return to Promised Land (link to Persian king Cyrus from Y3 History)</p>

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			differences in questions asked of them (theological and philosophical rather than historical and geographical).	
Year 4	<p><u>Christianity 1 - Family of Jesus</u> Opening Worlds</p>	<p><u>Christianity 2 - Birth of Jesus</u> Opening Worlds</p>	<p><u>Christianity 3 - Life and Teachings of Jesus</u> Opening Worlds</p> <p><u>Christianity 4 – Easter</u> Opening Worlds</p>	<p><u>The early Church</u> Opening Worlds</p> <p><u>Islam 1</u> Opening Worlds</p>
	<p>Paint a picture of the Roman province of Judea in first century BC. New Testament stories: Jesus's family origins, focus on New Testament stories that link with the Old Testament and Judaism and concept of Messiah (the Christ) Symbolic, cultural and religious importance of Temple in Jerusalem in 1st C Judaism (link to Summer 2 Religion) Joseph – a carpenter from the line of Jewish kings (David theme) Mary and the Angel (the Annunciation). Why are these stories important to Christians? How have Christians shown their importance in their drama, art and music? Strong emphasis on diverse cultural depictions of Jesus in art. Jesus was not white, and each cultural setting tends to depict him in their own image (e.g. Ethiopian, Cameroonian, Chinese, Indian as well as European).</p>	<p>New Testament stories: birth of Jesus (Matthew and Luke's Gospels) The nativity story The shepherds' story The Wise Men (the Epiphany) Herod and the killing of the infants Why are these stories important to Christians? How have Christians shown their importance in their drama, art and music?</p>	<p>New Testament stories: life of Jesus and its meaning for Christians Jesus in the Temple Jesus is baptised and tempted Disciples and Sermon on the Mount Miracles of Jesus Parables of Jesus Transfiguration of Jesus Why are these stories important to Christians? How have Christians shown their importance in their drama, art and music?</p> <p>New Testament stories: Jesus rides into Jerusalem (Palm Sunday), Jesus turning over the money changers' tables in the Temple, Last Supper (Maundy Thursday), crucifixion & idea of sacrifice* (Good Friday), resurrection (Easter Sunday). *Link back to Exodus and the sacrifice of the Passover Lamb, but keep distinction between Jewish and Christian interpretations. Why are these stories important to Christians?</p>	<p>Stories from Acts of the Apostles: St Paul's missionary journeys Letters of St Paul Spread of Christianity across Mediterranean, into Africa (links with history and empire of Aksum) and Syria. Early Christian beliefs, worship and practices</p> <p>Muslim beliefs, claims about truth and worldviews. Basics already laid in history (Islamic Civilisations 1), RE builds directly on history unit so no need to rehearse life of Muhammad again, but recall it. The Qur'an, hadith, traditions and how arise. Introduction to the Sira.</p>
Year 5	<p><u>Christianity 1 - Family of Jesus</u> Opening Worlds</p>	<p><u>Christianity 2 - Birth of Jesus</u> Opening Worlds</p>	<p><u>Christianity 3 - Life and Teachings of Jesus</u></p>	<p><u>The early Church</u> Opening Worlds</p>

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			Opening Worlds <u>Christianity 4 – Easter</u> Opening Worlds	<u>Islam 1</u> Opening Worlds
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Year 6	<u>What matters most to Christians and Humanists?</u> Christianity, Humanist	<u>Is it better to express your beliefs in arts and architecture or in charity and generosity?</u> Christianity, Humanist, Islam	<u>What do religions say to us when life gets hard?</u> Christianity, Islam, Hinduism. Humanist	<u>What difference does it make to believe in ahimsa, grace and/or community?</u> Christianity, Islam, Hinduism.
	Describe what Christians mean about humans being made in the image of God	Describe and make connections between examples of religious creativity (buildings and art) (A1). Show understanding of the value of sacred buildings and art (B3).	Express ideas about how and why religion can help believers when times are hard, giving examples (B2).	Make connections between beliefs and behaviour in different religions (A1). Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions (A1).

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<p>and being 'fallen', giving examples (A2). Describe some Christian and Humanist values simply (B3). Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied (C3). Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2).</p>	<p>Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2). Apply ideas about values and from scriptures to the title question (C2).</p>	<p>Outline Christian, Hindu and/or nonreligious beliefs about life after death (A1). Explain some similarities and differences between beliefs about life after death (B2). Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3).</p>	<p>Outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2). Consider similarities and differences between beliefs and behaviour in different faiths (B3).</p>
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