

Long term plan for RE wef Sep 2017 (Shaded = From Understanding Christianity)

	1	2	3	4	5	6
MAPLE AND CHERRY YEAR ODD	What are Harvest Festivals? <i>Why do Jewish families celebrate Shabbat?</i>	FS2 Key Concept: Incarnation Why do Christians perform nativity plays at Christmas?	FS3 Key Concept: Salvation Why do Christians put a cross in the Easter garden?	FS1 Key Concept: God/Creation Why is the word of God so important to Christians?	KS1: 1.1 Key Concept: God What do Christians believe God is like?	<i>How does a synagogue help us to understand the Jewish faith?</i>
MAPLE AND CHERRY YEAR EVEN	How is Harvest Festival celebrated? <i>What is the Torah?</i>	KS1 1.3 Key Concept: Incarnation Why does Christmas matter to Christians?	KS1 1.4 Key Concept: Gospel What is the good news that Jesus brings?	KS1 1.5 Key Concept: Salvation Why does Easter matter to Christians?	KS1 1.2 Key Concept: Creation Who made the world?	<i>What are important times for Jews?</i>
BIRCH YEAR ODD	<i>What is prayer?</i>	LKS2 a.3 Key Concept: Incarnation / God What is the Trinity?	LKS2 a.2 Key Concept: People of God What is it like to follow God?	<i>How can a mosque help us to understand the Muslim faith?</i>	Is worship the same all around the world?	What are pilgrimages and how are Saints (especially Richard) liked with pilgrimage?
BIRCH YEAR EVEN	What can we learn from people of faith?	LKS2 a.4 Key Concept: Gospel What kind of world did Jesus want?	LKS2 a.5 Key Concept: Salvation Why do Christians call the day Jesus died 'Good Friday'?	LKS2 a.6 Key Concept: Kingdom of God When Jesus left what was the impact of Pentecost?	LKS2 a.1 Key Concept: Creation/Fall What do Christians learn from the Creation story?	<i>What are the five pillars of Islam and why are they important for Muslim families?</i>
HOLLY and WILLOW YEAR ODD	Y5 Bible Explorer (Old Testament) Y4 & Y6 Units from Plan Bee Stories of Christianity What is Harvest a celebration of?	UKS2 b.4 Key Concept: Incarnation Was Jesus the Messiah?	UKS2 b.1 Key Concept: God What does it mean if Jesus is holy and loving?	UKS2 b.6 Key Concept: Salvation What did Jesus do to save human beings?	UKS2 b.5 Key Concept: Gospel What would Jesus do?	<i>What helps Hindus to worship?</i>
HOLLY and WILLOW YEAR EVEN	Y5 Bible Explorer (Old Testament) Y4 & Y6 Units from Plan Bee Stories of Christianity	UKS2 b.3 Key Concept: People of God How can following God bring freedom and justice?	UKS2 b.7 Key Concept: Salvation What difference does the resurrection make for Christians?	UKS2 b.2 Key Concept: Creation / Fall Creation and Science: Conflicting or Complimentary?	UKS2 b.8 Key Concept: Kingdom of God What kind of King is Jesus? UKS2 b.8 Key Concept: Kingdom of God What kind of King is Jesus?	<i>What is the Buddhist way of life?</i>

Early Years RE Requirements from the new Agreed Syllabus (2015)	KEY STAGE 1 RE Requirements from the new Agreed Syllabus (2015)	KEY STAGE 2 RE Requirements from the new Agreed Syllabus (2015)
<p>RE in the Early Years Foundation Stage Pupils should encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Pupils can be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live.</p> <p>Religious education is a legal requirement for all pupils on the school roll, including all those in the reception year.</p> <p>In line with the DfE's 2013 EYFS Profile RE should, through planned, purposeful play and through a mix of adult-led and child-initiated activity, provide these opportunities for pupils.</p> <p>Communication and language:</p> <ul style="list-style-type: none"> • children listen with enjoyment to stories, songs and poems from different sources and traditions and respond with relevant comments, questions or actions; • use talk to organise, sequence and clarify thinking, ideas, feelings and events; • answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different sources; • talk about how they and others show feelings; • develop their own narratives in relation to stories they hear from different traditions. <p>Personal, social and emotional development:</p> <ul style="list-style-type: none"> • children understand that they can expect others to treat their needs, views, cultures and beliefs with respect; • work as part of a group, taking turns and sharing fairly, understanding that groups of people, including adults and children, need agreed values and codes of behaviour to work together harmoniously; • talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable; • think and talk about issues of right and wrong and why these questions matter; • respond to significant experiences showing a range of feelings when appropriate; • have a developing awareness of their own needs, views and feelings and are sensitive to those of others; • have a developing respect for their own cultures and beliefs, and those of other people; • show sensitivity to others' needs and feelings, and form positive relationships. <p>Understanding the world</p> <ul style="list-style-type: none"> • children talk about similarities and differences between themselves and others, among families, communities and traditions; • begin to know about their own cultures and beliefs and those of other people; • explore, observe and find out about places and objects that matter in different cultures and beliefs. <p>Expressive arts and design</p> <ul style="list-style-type: none"> • children use their imagination in art, music, dance, imaginative play, and role-play and stories to represent their own ideas, thoughts and feelings; • respond in a variety of ways to what they see, hear, smell, touch and taste. <p>Literacy</p> <ul style="list-style-type: none"> • children are given access to a wide range of books, poems and other written materials to ignite their interest. <p>Mathematics</p> <ul style="list-style-type: none"> • children recognise, create and describe some patterns, sorting and ordering objects simply. 	<p>AIM A: Know about and understand a range of religions and worldviews</p> <p>A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</p> <p>A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</p> <p>A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p> <p>AIM B: Express ideas and insights about the nature, significance and impact of religions and worldviews:</p> <p>B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</p> <p>B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>B3. Notice and respond sensitively to some similarities between different religions and worldviews.</p> <p>AIM C: Gain and deploy the skills needed to engage purposefully with religions and worldviews:</p> <p>C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</p> <p>C2. Find out about and respond with ideas to examples of co-operation between people who are different.</p> <p>C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response. (See pages 16 – 18 of Agreed Syllabus for examples and notes).</p>	<p>AIM A: Know about and understand a range of religions and worldviews:</p> <p>A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</p> <p>A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p> <p>A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p> <p>AIM B: Express ideas and insights about the nature, significance and impact of religions and worldviews:</p> <p>B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</p> <p>B2 Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</p> <p>B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.</p> <p>AIM C: Gain and deploy the skills needed to engage purposefully with religions and worldviews:</p> <p>C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.</p> <p>C2. Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.</p> <p>C3. Discuss and apply ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response. (See pages 20 - 22 of Agreed Syllabus for examples and notes).</p>