

RE Long Term Plan: Year A 2020-2021

Christianity based unit

Units including teaching on Islam (Muslims)

Units including teaching on Judaism (Jewish people)

Units including teaching on Hinduism (Hindus)

Blue = NY Syllabus units / Red = Understanding Christianity units

Religious traditions are to be studied in depth as follows:

Schools should consider the pupils they serve in deciding whether to go beyond the minimum entitlements to learning about religions, which are that pupils should learn from:	
4–5s Reception	Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.
5–7s Key Stage 1	Christians and Muslims or Jewish people
7–11s Key Stage 2	Christians, Muslims, Hindus and Jewish people

Year group	Autumn1	Autumn2	Spring1	Spring2	Summer1	Summer2
EYFS	F.1 CREATION – Why is the word 'God' so important for Christians?	F.2 INCARNATION – Why does Christmas matter to Christians?	F1: Which stories/times are special and why? (festivals e.g. Christmas/Easter [Christians], Eid [Muslims], Sukkot [Jews], Diwali [Hindus])	F.3 SALVATION – Why does Easter matter to Christians?	F3: Which places are special and why? (Christians, Muslims & Jews)	F5: Where do we belong?
KS1	1.1 GOD – What do Christians believe God is like? (The Lost Son parable)	1.3 INCARNATION – Why does Christmas matter to Christians?	1.2 Who is a Muslim and what do they believe?	1.4 GOSPEL – What is the good news that Jesus brings?	1.5 What makes some places sacred (building & locations)? [Christians and Muslims]	1.7 What does it mean to belong to a faith community? (Christians and Muslims)
LKS2	2a.2 PEOPLE OF GOD – What is it like to follow God? (Noah)	1.3 INCARNATION – What is the Trinity?	2a.1 CREATION – What do Christians learn from the Creation story? (Digging Deeper)	L2.9 What can we learn from religions about deciding what is right and wrong? (inc. Christians, Jews and Humanists)	L2.5 Why are festivals important to religious communities? (Christians, Hindus, Muslims or Jewish people)	L2.6 Why do some people think that life is a journey and what significant experiences mark this? (Christians, Hindus and/or Jewish people)
UKS2	U2.6 What does it mean to be a Muslim in Britain today?	2b.4 INCARNATION – Was Jesus the Messiah? 2b.1 GOD – What does it mean if God is Holy and loving (just 'understanding the impact section')	2b.5 GOSPEL – What would Jesus do? (including The Wise and Foolish Builders, The Sermon on the Mount, The Centurion's Servant)	2b.8 KINGDOM – What kind of king is Jesus?	U2.8 What difference does it make to believe in 'ahimsa' (harmlessness), grace and/or 'ummah' (community)? [Christians & Muslims]	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? [Christians, Muslims and non-religious views]

Visits and Visitors

Each class should aim to visit at least 1 place of worship per year. Depending on the units covered this could be a mosque (Islam), a synagogue (Judaism) or a mandir (Hinduism). All children will visit Spofforth CE Church and/or Follifoot CE Church in EYFS and also for church services throughout each academic year. You may also wish to visit other churches in the area to expose the children to different denominations such as Methodist, Catholic, Baptist and The Salvation Army. Having visitors of different faiths in school is also a valuable opportunity for children to ask questions and bring their learning about religion to life.

RE Long Term Plan: Year B 2021-2022

Christianity based unit

Units including teaching on Islam (Muslims)

Units including teaching on Judaism (Jewish people)

Units including teaching on Hinduism (Hindus)

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Year group	Autumn1	Autumn2	Spring1	Spring2	Summer1	Summer2
EYFS	F.1 CREATION – Why is the word 'God' so important for Christians?	F.2 INCARNATION – Why does Christmas matter to Christians?	F1: Which stories/times are special and why? (festivals e.g. Christmas/Easter [Christians], Eid [Muslims], Sukkot [Jews], Diwali [Hindus])	F.3 SALVATION – Why does Easter matter to Christians?	F3: Which places are special and why? (Christians, Muslims & Jews)	F5: Where do we belong?
KS1	1.2 CREATION – Who made the world?	1.8 How should we care for others and the world and why does it matter? (inc. Jewish people)	1.4 What can we learn from sacred books? (including Jewish people)	1.5 SALVATION – Why does Easter matter to Christians?	1.3 Who is Jewish and what do they believe?	1.6 How and why do we celebrate special and sacred times? (inc. Jewish people)
LKS2	L2.8 What does it mean to be a Hindu in Britain today?	L2.1 What do different people believe about God? (Christians and Hindus)	2a.4 GOSPEL – What kind of world did Jesus want? (the calling of the first disciples and Good Sam in DD)	2a.5 SALVATION – Why do Christians call the day Jesus died 'Good Friday'? (Digging Deeper – Last Supper)	2a.6 KINGDOM – When Jesus left, what was the impact of Pentecost?	L2.4 Why do people pray? (Christians and Hindus)
UKS2	2b.3 PEOPLE OF GOD – How can following God bring freedom and justice?	U2.4 If God is everywhere, why go to a place of worship? (Christians and Jewish people)	U2.3 What do religions say to us when life gets hard? (Christians, Hindus and non-religious views)	2b.7 SALVATION – What difference does the resurrection make for Christians? [Year 6 part only]	2b.2 CREATION/FALL – Creation and science: conflicting or complimentary? (including non-religious views)	U2.7 What matters most to Christians and Humanists?

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Information for RE Leader

Unit substitutes (notes needed for RE leader only)

EYFS – replacing F6 with F.1 Creation; F2 with F.2 Incarnation; merging units F1&F4; adding in F3 Salvation

KS1 – replacing 1.1 with 1.1 God

LKS2 – replacing L2.7 with 2a.2 People of God; replacing L2.3 with 2a.4 Gospel; replacing L2.2 with 2a.1 CREATION

LKS2 –

UKS2 - replacing U2.2 with 2b. Gospel; replacing U2.1 with 2b.2 Creation/Fall

Rationale behind sequence

- Christian unit taught during Autumn2 and Spring2 in accordance with Christian church calendar.
- Year A has all Incarnation units and Year B has all Salvation units (in KS1 and KS2).
- Each year should include learning about Christianity plus one other religion - except UKS2 which has more thematic units to recall knowledge from previous years (e.g. one unit linking to Hinduism).
KS1 Year A = Christianity & Islam / Year B = Christianity & Judaism
LKS2 Year A = Christianity & Judaism / Year B = Christianity & Hinduism
UKS2 Year A = Christianity & Islam / Year B = Christianity, Judaism, Humanist and Hinduism

Units that should be taught sequentially due to key links and knowledge built upon:

KS1: Year B: 1.2 Creation – Who made the world? **AND** 1.8 How should we care for others and the world and why does it matter?
The second units build upon the first and shares a similar theme.

LKS2: Year A: 2a.1 Creation – What do Christians learn from the Creation story? **AND** L2.9 What can we learn from religions about deciding what is right and wrong? *The second unit furthers the learning in the first, extending the idea of temptation in the Garden of Eden to Jesus' temptation in desert in the New Testament.*

UKS2: Year B: 2b.2 Creation/Fall – Creation and science: conflicting or complimentary? **AND** U2.7 What matters most to Christians and Humanist? *The first unit includes a focus on non-religious views so it makes sense to continue with a unit (U2.7) that builds upon their existing understanding of Humanism.*