

# Clifford All Saints C of E Primary School – RE Long Term Plan



Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Whole School Events and religious festivals</b> (not exclusive- there are many more to mark)	Harvest Festival Ganesh Chaturthi (Hindu) Rosh Hashanah (Jewish) Yom Kippur (Jewish) Sukkot (Jewish)	All Saints Day All souls day Armistice Day Diwali (Hindu) Sangha Day (Buddhist) Advent Bodhi Day (Buddhist) Hanukkah (Jewish) Christmas	6 <sup>th</sup> Jan Epiphany Buddhist new year World religion day Holocaust memorial day Candlemas	Shrove Tuesday Ash Wednesday Lent Holy week Easter Purim (Jewish) Holi (Hindu) Mothering Sunday Passover Annunciation Ramadan (approx.)	Ascension Day Pentecost Trinity Sunday Eid al Fitir- 2 <sup>nd</sup> May (approximate)	Father's day Ramadan Eid ul adha
<b>Reception</b>	<b>God</b> <b>F1 Why is the word God so important to Christians?</b>	<b>Incarnation</b> <b>F2 Why is Christmas special to Christians?</b>	<b>F6: Which stories are special and why?</b>	<b>Salvation</b> <b>F3 Why is Easter special to Christians?</b>	<b>F5: Which places are special and why?</b>	<b>F4 Who are special people and am I special?</b>
<b>Reception Personal, social and emotional development</b>	<p><b>Three and four year olds (prior learning)</b> Develop their sense of responsibility and membership of a community.</p> <p><b>Reception</b> See themselves as a valuable individual. Think about the perspectives of others.</p> <p><b>Early Learning Goals - Building relationships</b> Show sensitivity to their own and others' needs.</p>					
<b>Understanding the world</b>	<p><b>Three and four year olds (prior learning)</b> Continue to develop positive attitudes about the differences between people.</p> <p><b>Reception</b> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.</p> <p><b>Early Learning Goals - past and present</b> Talk about the lives of the people around them and their roles in society. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>Early Learning Goals - people and communities</b> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>					

**Continuous Provision opportunities**

Through all areas of continuous provision there should be opportunities for children to develop their sense of awe and wonder. Children should be encouraged to develop their own sense of spirituality and enjoyment of the environment around them.

**Reading-** variety of texts linked to religious festivals and events

**Small world-** blocks to build their own religious buildings, acting out religious festivals

**Home corner-** opportunities to act out their own home environment including religious icons, places for prayer, etc

**Creative-** religious art opportunities through enhanced provision, junk modelling of building and artefacts, etc

**Computers-** varied opportunities to explore directed tasks

**Writing area-** opportunities to write and draw inspired by books and stories shared

Yr1/KS1A	<b>God</b> 1.1 What do Christians believe God is like?	<b>1.7 Who is Jewish and how do they live?</b>	<b>Gospel</b> 1.4 What is the good news that Jesus brings?	<b>Salvation</b> 1.5 Why does Easter matter to Christians?	<b>1.8: What makes some places sacred to believers?</b>	<b>Creation</b> 1.2 Who made the world?
Yr2/KS1B	<b>1.6: Who is Muslim and how do they live?</b>	<b>Incarnation</b> 1.3 Why does Christmas matter to Christians?	<b>Gospel</b> 1.4 What is the good news that Jesus brings?	<b>Salvation</b> 1.5 Why does Easter matter to Christians? <i>(Digging deeper)</i> 1.9: How should we care for others and the world and why does it matter?	<b>1.10: What does it mean to belong to a faith community?</b>	<b>Creation</b> 1.2 Who made the world? <i>(Digging Deeper)</i>
Yr3/LKS2A	<b>L2.7: What do Hindus believe that God is like?</b>	<b>Incarnation</b> L2.3 What is the Trinity? <i>(Core Learning)</i>	<b>L2.8: What does it mean to be a Hindu in Britain today?</b>	<b>Salvation</b> L2.5 Why do Christians call the day Jesus died 'Good Friday'?	<b>Kingdom of God</b> L2.6 When Jesus left, what was the impact of Pentecost?	<b>Creation/ fall</b> L2.1 What do Christians learn from the creation story? <i>(Core and Digging Deeper)</i>
Yr4/LKS2B	<b>People of God</b> L2.2 What is it like to follow God? <i>(Core and Digging Deeper)</i>	<b>Incarnation</b> L2.3 What is the Trinity? <i>(Digging Deeper)</i>	<b>L2.10: How do festivals and family life show what matters to Jews?</b>	<b>L2.11: How and why do people mark the significant events of life?</b> <b>Humanism</b> What do people who don't follow a faith believe?	<b>L2.9: How do festivals and worship show what matters to a muslim?</b>	<b>Gospel</b> <b>L2.4 What kind of world did Jesus want?</b> <b>L2.12: How and why do people try to make the world a better place?</b>
Yr5/UKS2A	<b>God</b> U2.1 What does it mean if God is holy and loving?	<b>Incarnation</b> U2.3: Why do Christians believe that Jesus was the Messiah?	<b>U2.11: Why do some people believe in God and some not?</b>	<b>Salvation</b> U2.5 What did Jesus do to save human beings?	<b>U2.7: Why do Hindus try to be good?</b>	<b>Kingdom of God</b> U2.6 What kind of king was Jesus?

<p><b>Yr6/UKS2B</b></p>	<p><b>Understanding Christianity- People of God</b></p> <p>U2.3 How can following God bring freedom and justice?</p> <p>U2.12: How does faith help people when life gets hard?</p>	<p><b>Understanding Christianity- Gospel</b></p> <p>U2.5 How do Christians decide how to live? What would Jesus do?</p>	<p><b>U2.8: What does it mean to be a Muslim in Britain today?</b></p>	<p><b>Salvation</b></p> <p>U2.5 What difference does the resurrection make for Christians?</p>	<p><b>U2.9: Why is the Torah so important to Jewish people?</b></p>	<p><b>Creation/ Fall</b></p> <p>U2.2 Creation and science: conflicting or complementary?</p> <p>U2.10: What matters most to Humanists and Christians?</p>
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