

RE Long Term Plan

2023/4 - Route B

2024/25 - Route A

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Values	RESPECT					
	Friendship and Love	Honesty	Hope	Determination	Courage	Acceptance
Extra Curricula and Assembly Focus	Rosh Hashanah Harvest Festival	St. Andrew's Day Advent Hanukkah	Chinese New Year	Ramadan St. Patrick's Day Holi Easter	St. George's Day Vesak	
EYFS	Myself - <a href="#">EYFS-Myself.pdf</a> ; <a href="#">EYFS - My Senses.pdf</a>  Special People to Me - <a href="#">EYFS-Special People to Me.pdf</a> ; <a href="#">EYFS - Special Times for Me and Others.pdf</a> ; <a href="#">EYFS - My Friends.pdf</a>		Our Special Things - <a href="#">EYFS-Our-Special-Things.pdf</a>  Our Special Books - <a href="#">EYFS - Our Special Books.pdf</a> ;		Our Special Places - <a href="#">EYFS-Our-Special-Places.pdf</a>  Our Special World - <a href="#">EYFS - My Beautiful World.pdf</a> ;	
Year 1 / 2 Route A	<u>Being Human – Islam</u>  Shahadah (statement of faith) –‘there is no God but God, and Muhammad is his prophet’; one of the Five Pillars of Islam; used as a key part of Muslim prayer; connection with belief in the oneness of God (tawhid) who has created a universe in	<u>Life journey – Islam</u>  How do Muslims celebrate and say thank you for the life of a new baby?  The importance of community (ummah) in Islam – belonging.  Traditionally, Muslims give a gift of food to the poor as part of	<u>Being human – Christianity</u>  Christian belief that humans are created by God in his image  Christian belief that humans are created to look after God's creation  Christian belief that humans should love	<u>Life journey – Christianity</u>  Different ways in which people belong; reasons why it is helpful to belong, some of the challenges of belonging  Baptism, key features, links with Jesus' baptism	<u>Thankfulness</u>  The importance of gratitude (saying thank you) –do you only have to say thank you if you believe in God?  Harvest festival – saying thank you for the harvest; connect with	<u>Thankfulness</u>  Explore different ways in which Christians around the world celebrate harvest  In India, harvest time occurs in late December and early January, so for Indian Christians, harvest time is around the

	<p>harmony and the importance of the prophets (those who guide Muslims along the straight path [shariah] that will help keep the universe in harmony</p> <p>Akhlaq(character, moral conduct) – making good choices, that is, choices that will keep creation in harmony, as God intended</p> <p><b>Adapt delivery for Year 1 – whole class then small group to complete activity.</b></p> <p><a href="#">KS1-Compulsory-Unit-Being-Human-Islam.240335261.pdf</a></p>	<p>the aqiqah ceremony (to help bring about harmony in the world –to rebalance those who have more than they need and those who do not have enough)</p> <p><b>Adapt delivery for Year 1 – whole class then small group to complete activity.</b></p> <p><b>Re-visit and build on prior knowledge from Term 1</b></p> <p><a href="#">KS1-Compulsory-Unit-Life-Journey-Islam.240335261.pdf</a></p>	<p>God and love their neighbour as themselves</p> <p><b>Adapt delivery for Year 1 – whole class then small group to complete activity.</b></p> <p><b>Re-visit and make connections to Term 1 Islam</b></p> <p><a href="#">KS1-Compulsory-Unit-Being-Human-Christianity.240335261.pdf</a></p>	<p>The role of the church community in creating a sense of belonging</p> <p><b>Adapt delivery for Year 1 – whole class then small group to complete activity.</b></p> <p><b>Adding to and building on Term 3</b></p> <p><b>Make connections to Term 2 Islam</b></p> <p><a href="#">KS1-Compulsory-Unit-Life-Journey-Christianity.240335261.pdf</a></p>	<p>beliefs about God as creator</p> <p><b>Adapt delivery for Year 1 – whole class then small group to complete activity.</b></p> <p><b>Using children’s own prior knowledge of religion and community (groups, family, cubs, rainbows)</b></p> <p><a href="#">KS1-Additional-Unit-Thankfulness.240335261.pdf</a></p>	<p>time they are celebrating the birth of Jesus at Christmas</p> <p>Explore the painting Dalit Madonnna (Jyoti Sahi), which shows Mary and baby Jesus and is full of imagery of harvest time; make connections with the gifts of the created world (fruit, vegetables, flowers, etc.) and the gift of Jesus</p> <p><b>Adapt delivery for Year 1 – whole class then small group to complete activity.</b></p> <p><b>Building on Term 5 , comparing Christianity celebrations across world</b></p>
Year 1 / 2 Route B	<p><b><u>God -Christianity</u></b></p> <p>God the creator – key events and key characters</p> <p>Who were Adam and Eve, School rules have you ever broken any of them?</p> <p>God’s special people – Abraham and Moses</p>	<p><b><u>Community - Christianity</u></b></p> <p>Recap prior learning sequence creation story.</p> <p>Practices that take place in Christian community</p> <ul style="list-style-type: none"> <li>PRAYER</li> </ul>	<p><b><u>God -Islam</u></b></p> <p>What do you think God is like? What makes you think this?</p> <p>Muslim belief about God – One God (Tawhid)</p>	<p><b><u>Community – Islam</u></b></p> <p>Recap Muslim belief</p> <p>Practices that take place in the Muslim community</p> <ul style="list-style-type: none"> <li>Prayer</li> <li>Worship at the Mosque</li> </ul>	<p><b><u>Places of Worship</u></b></p> <p>What is a church? What would you find inside a church?</p> <p>Look at places of worship online.</p> <p>Buddhist places of worship</p>	<p><b><u>Places of Worship</u></b></p> <p>Jewish places of worship</p> <p>Buddhist places of worship</p> <p><b>TBC</b></p> <p>Visit to</p> <ul style="list-style-type: none"> <li>Church</li> <li>Temple</li> </ul>

	<p>Special Journey – Crucifixion Resurrection</p> <p><b>Adapt delivery for Year 1 Building on prior learning (route A)</b></p> <p><a href="#">KS1-Compulsory-Unit-God-Christianity.240335261.pdf</a></p>	<ul style="list-style-type: none"> <li>• WORSHIP</li> <li>• CHRISTMAS</li> </ul> <p><b>Adapt delivery for Year 1 Building on prior learning (route A)</b></p> <p><a href="#">KS1-Compulsory-Unit-God-Christianity.240335261.pdf</a></p>	<p>Muslim belief about creation and Harmony</p> <p>Muslim belief about Human beings and the straight path</p> <p>Muslim belief about Guidance</p> <p>Muslim belief about Qur’an and prophet Mohammed</p> <p><b>Adapt delivery for Year 1 Building on and referring to previous year Islam topic</b></p> <p><a href="#">KS1-Compulsory-Unit-God-Islam.240335261.pdf</a></p>	<ul style="list-style-type: none"> <li>• Festivals Eid ul Adha</li> <li>• Festivals Eid ul Fitr</li> </ul> <p><b>Adapt delivery for Year 1</b></p> <p><b>Building on and referring to previous year Islam topic</b></p> <p><a href="#">KS1-Compulsory-Unit-Community-Islam.240335261.pdf</a></p>	<p>Hindu places of worship</p> <p><b>Adapt delivery for Year 1</b></p> <p><a href="#">KS1-Additional-Unit-Places-of-Worship.240335261.</a></p>	<ul style="list-style-type: none"> <li>• Synagogue</li> </ul> <p>Easter</p> <p><b>Adapt delivery for Year 1</b></p> <p><b>Adding to and building on Term 3</b></p>
<p>Additional units:</p>	<p><a href="#">KS1-Additional-Unit-Sacred-Spaces.240335261.pdf</a>  <a href="#">KS1-Additional-Unit-Creation-and-the-Natural-World.240335261.pdf</a></p>					

(Which can be added at the teacher's discretion)	<a href="https://www.understandinghumanism.org.uk/resources/">KS1-Additional-Unit-Systematic-Study-of-a-Jewish-Worldview.240335261.pdf</a>					
Year 3 / 4 Route A	<p><b><u>God Hinduism</u></b></p> <p>- Stories from the Ramayana, Bhagavad Gita, Mahabarata</p> <p>Rama and Sita in the Ramayana Arjuna and Krishna in the Mahabarata</p> <p>Trimurti – 3 parts make 1</p> <p><a href="https://www.understandinghumanism.org.uk/resources/">KS2-Compulsory-Unit-God-Hinduism.240335361.pdf</a></p>	<p><b><u>God – Islam</u></b></p> <p>Five Pillars Shahadah(statement of belief): “There is no God but God, and Muhammad is his prophet Salat(prayer five times a day Zakat(charitable giving): Sawm(fasting) Hajj (pilgrimage to Makkah)</p> <p><b>Compare with previous term learning</b></p> <p><a href="https://www.understandinghumanism.org.uk/resources/">KS2-Compulsory-Unit-God-Islam.240335361.pdf</a></p>	<p><b><u>What does it mean to live a good life</u></b></p> <p>Recognise that the word ‘good’ means different things to different people. Is a tsunami that floods a village a ‘good’ tsunami? A cancer cell that proliferates a ‘good’ cancer cell? What does ‘good’ look like in our school? At home? Amongst your friends? In the different religions you have studied?</p> <p><b>Link to learning in year 1 2 Thankfulness</b></p> <p><a href="https://www.understandinghumanism.org.uk/resources/">KS2-Compulsory-Unit-Being-Human-Christianity.240335361.pdf</a></p>	<p><b><u>What does it mean to live a good life</u></b></p> <p><a href="https://www.understandinghumanism.org.uk/resources/">https://www.understandinghumanism.org.uk/resources/</a></p> <p><b>Build on previous term, Spring 1 Also link to learning in year 1 2 Thankfulness</b></p> <p><a href="https://www.understandinghumanism.org.uk/resources/">KS2-Compulsory-Unit-Being-Human-Christianity.240335361.pdf</a></p>	<p><b><u>God- Christianity</u></b></p> <p>Belief in one God, the Father, Son and Holy Spirit The Trinity –ideas of things that can be three-in-one Symbols of the Trinity in the Bible</p> <p>What the Trinity tell Christians about what God is like</p> <p><b>Revisit prior knowledge taught in year 1/2</b></p> <p><a href="https://www.understandinghumanism.org.uk/resources/">KS2-Compulsory-Unit-God-Christianity.240335361.pdf</a></p>	<p><b><u>God – Christianity</u></b></p> <p>Holy Communion—a shared meal modelled on the last meal Jesus shared with his friends (the Last Supper)</p> <p>Blessing and sharing of bread and wine, remembering Jesus’ words to his friends,</p> <p>Holy Communion</p> <p><b>Build on prior knowledge Term Summer 1 Revisit – Christianity taught in year 1/ 2</b></p> <p><a href="https://www.understandinghumanism.org.uk/resources/">KS2-Compulsory-Unit-God-Christianity.240335361.pdf</a></p>
Year 3 / 4 Route B	<p><b><u>Community – Hinduism</u></b></p>	<p><b><u>Community – Islam</u></b></p>	<p><b><u>Community – Christianity</u></b></p>	<p><b><u>Community – Christianity</u></b></p> <p>Methodism</p>	<p><b><u>Pilgrimage</u></b></p> <p>What is pilgrimage?</p>	<p><b><u>Pilgrimage</u></b></p> <p>Iona Makkah</p>

	<p>How is Hindu's belief expressed collectively?</p> <p>Worship at a Mandir</p> <p>Worship at home</p> <p>Festivals Diwali</p> <p>Festivals Raksha Bandhan</p> <p><a href="#">Building on route A Hinduism Topic</a></p> <p><a href="#">KS2-Compulsory-Unit-Community-Hinduism.240335361.pdf</a></p>	<p>How is Muslim's belief expressed collectively?</p> <p>Ummah and the 5 Pillars of Islam</p> <p>The mosque and the Madrassah</p> <p>Hajj and Umrah</p> <p>Eid ul Adha</p> <p>Eid ul Fitr</p> <p>Christmas</p> <p><a href="#">Building on route A Hinduism Topic. Compare with previous term learning</a></p> <p><a href="#">KS2-Compulsory-Unit-Community-Islam.240335361.pdf</a></p>	<p>How is Christian's belief expressed collectively?</p> <p>Christian practices –</p> <p>Baptism</p> <p>Holy Communion</p> <p>Roman Catholicism</p> <p>The Orthodox Church</p> <p><a href="#">Building on route A Hinduism Topic. Compare with previous term learning</a></p> <p><a href="#">KS2-Compulsory-Unit-Community-Christianity.240335361.pdf</a></p>	<p>Quaker</p> <p>Evangelical</p> <p>world.</p> <p>Easter</p> <p><a href="#">Building on route A Hinduism Topic. Compare with previous term learning</a></p> <p><a href="#">KS2-Compulsory-Unit-Community-Christianity.240335361.pdf</a></p>	<p>Jewish pilgrimage Jerusalem</p> <p>Christian pilgrimage.</p> <p>Pilgrimage in Hinduism</p> <p>Lourdes</p> <p><a href="#">Building on Places of worship covered in year 1, 2.</a></p> <p><a href="#">KS2-Additional-Unit-Pilgrimage.240335361.pdf</a></p> <p><a href="#">KS2-Additional-Unit-Pilgrimage.240335361.pdf</a></p>	<p>Ganges</p> <p>Environmental impact of pilgrimage.</p> <p><a href="#">Building on Places of worship covered in year 1, 2.</a></p> <p><a href="#">KS2-Additional-Unit-Pilgrimage.240335361.pdf</a></p>
Year 5 / 6 Route A	<p><b><u>Being Human – Hinduism</u></b></p> <p>Belonging Dharma and its importance to Hindus (duties) Hindu meaning of Ahimsa. Hindu meaning of Satsang</p>	<p><b><u>Being Human - Islam</u></b></p> <p>Identify some of the key vocabulary and terms used in Islam To recall the five pillars of Islam Islam for Muslims is a guidance for living (6 common beliefs). Islam, family life Zakat</p>	<p><b><u>Being Human – Christianity</u></b></p> <p>Christian Belief Origins of humans (Religious view)</p> <p>World view – Christianity, Judaism, Quakers</p> <p>World view – Ten Commandments</p>	<p><b><u>Being Human – Christianity</u></b></p> <p>Continue of being good The Greatest Commandment</p> <p>Christian and Quakers comparison similarities</p> <p>Christian and Anglican why and how?</p>	<p><b><u>Expressing Belief through the Arts</u></b></p> <p>How do people express belief through art (different religions)</p> <p>Creation and Creativity – Christianity and Judaism</p> <p>Architecture – Christianity and Islam</p>	<p><b><u>Expressing Belief through the Arts</u></b></p> <p>Music - Christianity and Judaism (2 wk)</p> <p>Dance – Christianity, Judaism, Islam and Hinduism ((2-3 wk)</p> <p>Drama - Christianity, Judaism and Hinduism (2 wk)</p>

	<p><b>Revisit and recap prior learning.</b></p> <p><a href="#">KS2-Compulsory-Unit-Being-Human-Hinduism.240335361.pdf</a></p>	<p><b>Recall/recap prior learning</b></p> <p><b>Revisit and compare</b></p> <p><a href="#">KS2-Compulsory-Unit-Being-Human-Islam.240335361.pdf</a></p>	<p>What are the Beatitudes</p> <p>Good Samaritan – What does it mean to be Good?</p> <p><b>Comparison</b></p> <p><b>Recall/recap prior learning</b></p> <p><b>Revisit and compare</b></p> <p><a href="#">KS2-Compulsory-Unit-Being-Human-Christianity.240335361.pdf</a></p>	<p><b>Comparison</b></p> <p>Roman Catholic</p> <p>Easter</p> <p><b>Revisit - Prior knowledge</b></p> <p><a href="#">KS2-Compulsory-Unit-Being-Human-Christianity.240335361.pdf</a></p>	<p>Art - Christianity and Judaism</p> <p>Sculpture – Christianity and Buddhism</p> <p><b>Revisit - Prior knowledge</b></p> <p><b>Prior knowledge</b></p> <p><a href="#">KS2-Additional-Unit-Expressing-Beliefs-through-the-Arts.240335361.pdf</a></p>	<p><b>Revisit - Prior knowledge</b></p> <p><b>Prior knowledge</b></p> <p><a href="#">KS2-Additional-Unit-Expressing-Beliefs-through-the-Arts.240335361.pdf</a></p>
Year 5 / 6 Route B	<p><b>Life Journey - Christianity</b></p> <p>Christian worldwide - beliefs about God</p> <p>Beliefs about human beings</p> <p>Passage Baptism</p> <p>Passage confirmation</p> <p><a href="#">Recap and revisit Christianity taught in route A yr 5/6</a></p> <p><a href="#">KS2-Compulsory-Unit-Life-Journey-Christianity.240335361.pdf</a></p>	<p><b>Life Journey – Christianity</b></p> <p>Passage marriage</p> <p>Summative Christian Life Journey</p> <p>Christmas</p> <p><a href="#">Recap and revisit Christianity taught in route A yr 5/6</a></p> <p><a href="#">KS2-Compulsory-Unit-Life-Journey-Christianity.240335361.pdf</a></p>	<p><b>Do you have to believe in God to be good?</b></p> <p>What is good?</p> <p>Buddhist belief and the world around them.</p> <p>Buddhist belief and the impact on the way they live.</p> <p>Humanists' belief and the world around them.</p> <p>Humanists' belief and the impact on the way they live.</p> <p><a href="#">Comparison</a></p>	<p><b>Do you have to believe in God to be good?</b></p> <p>Do you have to believe in God to be good?</p> <p>Easter</p> <p><a href="#">Comparison Following rules inside and outside of school, school values</a></p> <p><a href="#">KS2-Additional-Unit-Do-You-Have-to-Believe-in-God-to-be-Good.240335361.pdf</a></p>	<p><b>Life Journey - Hinduism</b></p> <p>Brahman, Samsara and Trimurti</p> <p>Atman, Karma, Dharma and Moksha</p> <p>Jewish worldview God, Covenant and Mitzvot</p> <p>Shabbat, Torah and the synagogue</p> <p>Right of passage birth and marriage.</p> <p><a href="#">Looking back on learning in previous year ¼ and compare with term 1 2</a></p>	<p><b>Life Journey – Islam</b></p> <p>Muslim Worldview Allah and Harmony</p> <p>Human beings the straight path</p> <p>Jewish worldview Jewish worldview God, Covenant and Mitzvot (build on previous)</p> <p>Shabbat, Torah and the synagogue (build on previous)</p> <p>Right of passage birth and marriage.</p> <p><a href="#">Looking back on learning in previous year ¼ and compare</a></p>

			<a href="#">Following rules inside and outside of school, school values</a>  <a href="#">KS2-Additional-Unit-Do-You-Have-to-Believe-in-God-to-be-Good.240335361.pdf</a>		<a href="#">KS2-Compulsory-Unit-Life-Journey-Hinduism.240335361.pdf</a>	<a href="#">with term 1 2</a>  <a href="#">KS2-Compulsory-Unit-Life-Journey-Islam.240335361.pdf</a>
Additional units: (Which can be added at the teacher's discretion)	<a href="#">KS2-Additional-Unit-Forgiveness.240335361.pdf</a> <a href="#">KS2-Additional-Unit-How-Valuable-is-Religion-Today.240335361.pdf</a> <a href="#">KS2-Additional-Unit-Systematic-Study-of-a-Sikhi-Worldview.240422291.pdf</a> <a href="#">KS2-Additional-Unit-Systematic-Study-of-a-Sikhi-Worldview.240422291.pdf</a> <a href="#">KS2-Additional-Unit-Systematic-Study-of-a-Jewish-Worldview.240422291.pdf</a>					