

RE Long Term Plan

AUTUMN 1 Theme: Special People Key Question: What makes people special? Religions: Christianity, Judaism	AUTUMN 2 Theme: Christmas Key Question: What is Christmas? Religion: Christianity Christian concept: Incarnation	SPRING 1 Theme: Celebrations Key Question: How do people celebrate? Religions: Hinduism	SPRING 2 Theme: Easter Key Question: What is Easter? Religion: Christianity Christian concept: Salvation	SUMMER 1 Theme: Story Time Key Question: What can we learn from stories? Religions: Christianity, Islam, Hinduism, Sikhism	SUMMER 2 Theme: Special Places Key Question: What makes places special? Religions: Christianity, Islam, Judaism
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Example of how RE is assessed in Reception each half term against Development Matters objectives:

Area of Learning	Communication and Language	Personal, Social and Emotional Development	Understand the World			
ELG (s)	<ul style="list-style-type: none"> Listening, Attention and Understanding. Speaking 	<ul style="list-style-type: none"> Self-Regulation Managing Self Building Relationships 	<ul style="list-style-type: none"> Past and Present People, Culture and Communities 			
Development Matters Children in Reception will be learning to:	Understand how to listen carefully and why listening is important.	✓	Build constructive and respectful relationships.	✓	Talk about members of their immediate family and community.	✓
	Learn new vocabulary	✓	Express their feelings and consider the feelings of others.	✓	Name and describe people who are familiar to them.	✓
	Ask questions to find out more and to check they understand what has been said to them	✓		Comment on images of familiar situations in the past.		
	Describe events in some detail.	✓	Identify and moderate their own feelings socially and emotionally.	✓	Compare and contrast characters from stories, including figures from the past.	✓
	Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.	✓		Understand that some places are special to members of their community.		
	Engage in storytimes.	✓	Think about the perspectives of others.	✓	Recognise that people have different beliefs and celebrate special times in different ways.	✓
	Listen to and talk about stories to build familiarity and understanding.	✓		Recognise some similarities and differences between life in this country and life in other countries.		
	Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.	✓		Understand the effect of changing seasons on the natural world around them.		

Additional Areas of Learning in this session: Expressive Arts and Design/ Literacy/Physical Development/Mathematics

Characteristics of effective teaching and learning

Playing and exploring ✓

Active learning ✓

Creating and thinking critically ✓

YEAR 1

AUTUMN 1 Enquiry: Does God want Christians to look after the World? Christianity	AUTUMN 2 Enquiry: What Gifts might Christians in my town have given Jesus if he had been born here Christianity	SPRING 1 Enquiry: Was it always easy for Jesus to show friendship? Christianity	SPRING 2 Enquiry: Why was Jesus treated like a King or celebrity by the crowds on Palm Sunday Christianity	SUMMER 1 Enquiry: Is Shabbat important to Jewish children? Judaism	SUMMER 2 Enquiry: Are Rosh Hashanah and Yom Kippur important to Jewish children? Judaism
<p><u>Working Towards</u> I can tell you what I made. I can say something about the Christian Creation story. I can show some awareness that Christians believe there is a God.</p> <p><u>Working At</u> I can say how it felt to make something. I can remember the Christian Creation story and talk about it. I can express an opinion about the Christian belief about creation.</p> <p><u>Working Beyond</u> I can say how it felt to make something and how I think my creation should be treated. I can re-tell the Christian Creation story and say some things that they believe God created on different days. I can start to talk about how I think the world got here.</p>	<p><u>Working Towards</u> I can tell you about a present I have received. I can say something about the Christmas story. I can show some awareness that Jesus is special to Christians.</p> <p><u>Working At</u> I can talk about a gift that is special to me I can remember some of the Christmas story. I can suggest a gift I would give to Jesus.</p> <p><u>Working Beyond</u> I can talk about a gift that is special to me and explain how I felt when I received it. I can remember the Christmas story, including which gifts were given to Jesus. I can think of a gift Christians might choose for Jesus and start to explain why he is special to them. (Incarnation).</p>	<p><u>Working Towards</u> I can tell you who is my friend. I can say something about one of Jesus' friends. I can say how Jesus was nice to people.</p> <p><u>Working At</u> I can talk about my friends and why I like them. I can remember a story about Jesus showing friendship and talk about it. I can say how Jesus tried to be a good friend.</p> <p><u>Working Beyond</u> I can talk about times when I have been a good friend. I can tell a story about Jesus and His friends and say how He showed friendship in that story. I can say how Christians show friendship and how God helps them do this.</p>	<p><u>Working Towards</u> I can tell you someone who is special to me. I can tell you something about Palm Sunday. I can show some awareness that Jesus is special to Christians.</p> <p><u>Working At</u> I can talk about a person I admire. I can recall parts of the Easter story. I can recognise some symbols in the story. I can start to show understanding that Jesus is special to Christians and say why.</p> <p><u>Working Beyond</u> I can discuss how I might treat a special person and say why. I can recall what happened on Palm Sunday and can say what some of the symbols in the Easter story mean. I can recognise that Jesus must be special to Christians to be welcomed in this way and start to explain their beliefs about Him..</p>	<p><u>Working Towards</u> I can tell you my favourite day. I can tell you something on the special Shabbat table. I can tell you what Joshua might do on a Friday after school.</p> <p><u>Working At</u> I can tell you which is my favourite day of the week and talk about food I would like to share in a special meal. I can use the right names for things that are special to Jewish people during Shabbat and explain why. I can start to make a connection between being Jewish and decisions about behaviour.</p> <p><u>Working Beyond</u> I can explain why a particular day is my favourite and why, and can talk about when I would share a special meal. I can talk about some of the things that Jewish people do to celebrate Shabbat. I can start to explain how certain beliefs affect decision-making.</p>	<p><u>Working Towards</u> I can tell you a time I said sorry. I can say something that Jews do at Rosh Hashanah or at Yom Kippur. I can show some awareness of what is important about Rosh Hashanah and Yom Kippur.</p> <p><u>Working At</u> I can say how it feels to say sorry and what I have said sorry for. I can tell you something that either Rosh Hashanah or Yom Kippur is about. I can choose a picture and give my thinking on why this might be important to Jewish children at Rosh Hashanah or Yom Kippur.</p> <p><u>Working Beyond</u> I can tell you how it feels to forgive someone. I can tell you what I think is an important part of Rosh Hashanah or Yom Kippur. I can give a reason why one of the pictures I chose is important to Jewish children at Rosh Hashanah or Yom Kippur.</p>

YEAR 2

AUTUMN 1 Enquiry: Is it possible to be kind to everyone all of the time? Christianity	AUTUMN 2 Enquiry: Why do Christians believe God gave Jesus to the world? Christianity	SPRING 1 Enquiry: Does praying at regular intervals help a Muslim in his/her everyday life? Islam	SPRING 2 Enquiry: How important is it to Christians that Jesus came back to life after his crucifixion? Christianity	SUMMER 1 Enquiry: Does going to a mosque give Muslims a sense of belonging? Islam	SUMMER 2 Enquiry: Does completing Hajj make a person a better Muslim? Islam
<p><u>Working Towards</u> I can tell you when I was kind. I can remember something Jesus said or did to be kind. I can say if I think Christians can be kind.</p> <p><u>Working At</u> I can tell you when I have been kind to others even when it was difficult. I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness. I can say if I think Christians should be kind and give a reason.</p> <p><u>Working Beyond</u> I can say when and why it is easy or difficult to be kind. I can tell you some ways Christians try to follow Jesus' example of being kind. I can say why I think Christians should be kind and start to explain how they think they can do this (with God's help).</p>	<p><u>Working Towards</u> I can tell you how I try to show love in the world. I can remember some of the Christmas story. I can start to say why Christians think God gave Jesus to the world.</p> <p><u>Working At</u> I can say how I could help solve a problem by showing love. I can remember the Christmas story and start to explain that Christians believe Jesus was a gift from God. I can tell you why Christians think God gave Jesus to the world.</p> <p><u>Working Beyond</u> I can say how I could help solve a problem in the world by showing love. I can explain how Jesus' coming to the world shows Christians how they could love/help people and the world. I can explain the Christian belief that God gave Jesus to the world to rescue/save it.</p>	<p><u>Working Towards</u> I can say how it feels to do something lots of times in a day. I can remember some things about Muslim prayer. I can tell you one way praying 5 times a day may help a Muslim.</p> <p><u>Working At</u> I can explain how it felt to have to stop doing something to reach the target we had set. I can use the right words to describe how Muslims pray and begin to explain why they do this. I can start to think through how praying 5 times a day might help in some ways more than others.</p> <p><u>Working Beyond</u> I can explain how commitment can be hard and can describe how it would feel to reach a goal. I can describe the Muslim prayer routine and explain how they believe this could help them in their everyday lives. I can decide on 3 ways Muslims might be helped in their everyday lives by praying 5 times a day, and can explain my reason for one of these.</p>	<p><u>Working Towards</u> I can say how I remember people who are not here any more. I can recall parts of the Easter story. I can talk about what I think happened to Jesus.</p> <p><u>Working At</u> I can say what I believe happens to you when you die and tell you how I remember people close to me. I can recall what Christians believe happened on Easter Sunday. I can start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion.</p> <p><u>Working Beyond</u> I can start to discuss my beliefs in life after death/what happens when someone dies. I can tell you about the Christian belief in Jesus' resurrection and start to explain why this is so important to them. I can start to explain what Christians believe about Jesus' resurrection, and to evaluate</p>	<p><u>Working Towards</u> I can start to explain how it feels to belong. I can use the right words to describe what Muslims do and feel when they attend prayer at the mosque. I can start to explain when Muslims might feel like they belong.</p> <p><u>Working At</u> I can understand how meeting in a certain place could make me feel like I belong. I can explain what happens when Muslims pray alone or at the mosque. I can talk about how Muslims feel a sense of belonging when they are with other Muslims or when they pray on their own and say why this might be.</p> <p><u>Working Beyond</u> I can explain how carrying out actions that are important to my group helps to remind me that I belong. I can describe how a Muslim achieves a sense of belonging through praying. I can put myself in a Muslim's position and say if I would</p>	<p><u>Working Towards</u> I can tell you about a special journey I have made. I can use the right words to tell you about some parts of the Hajj. I can start to imagine how it might feel to be on the Hajj.</p> <p><u>Working At</u> I can tell you about a special journey and why it was special to me. I can remember some of the events that happen during Hajj and start to explain why these are important to Muslims. I can start to think about the significance of Hajj to a Muslim.</p> <p><u>Working Beyond</u> I can explain why a journey was special to me and how I felt about it. I can start to explain how some of the events during Hajj could help Muslims feel a sense of commitment to God. I can start to express my opinion as to whether completing the Hajj makes someone a better Muslim, with a reason.</p>

			how important this is to them. I can say what I believe about life after death.	prefer to pray alone or with other Muslims at a mosque and give a reason why.	
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