



*Primary Academy and Pre-school*

*RE Long Term Planning Document*

*Implemented: September 2021*

*Updated: September 2024*

*Next Review: September 2026*

## Our Curriculum Intent

The intent of our curriculum is for pupils to have high aspirations, make progress from their starting points and to contribute positively to the school community and beyond.

### Communication

It is essential that children leave Heathlands Primary Academy able to communicate their thoughts, ideas and feelings successfully in a wide range of different forms. Through our work on vocabulary, we aim to develop children’s imaginations and to support them with building a rich vocabulary, which will enable them to understand the world in which we live.

We will do this in RE by:

- encouraging children to ask as well as answer questions
- encouraging children to take part in discussions about their own and other religious beliefs
- encourage children to share their own beliefs with the class
- encourage children to use religious vocabulary within the context of their learning

### Community

Children who attend Heathlands Primary Academy should feel that they are always part of a community, whether this means their class, school, local area or as global citizens. We are closely supported by the Cultural Hub and this enables us to deliver authentic experiences that the children can then use back in the classroom. Some of the ways in which we will achieve this in RE will be:

- by developing a solid base of knowledge about religions, particularly Christianity as the main religious tradition of Great Britain, but to include teachings and practices of other main religions , represented in the wider community
- to encourage children to develop tolerance , empathy and compassion for other religions in the community and in the world

### Application

A key part of our curriculum is ensuring that new skills and knowledge are applied across the subjects, where appropriate. This will enable children to see new information in a variety of contexts, and to become more independent learners.

We will ensure this is effective in RE by:

- offering children opportunities to explore religions using an enquiry-based model and apply critical thinking skills
- offering children the opportunity to increase their knowledge and understanding of other religions to increase their empathy with people and their beliefs, religious or otherwise
- offering the opportunity to evaluate religions and apply critical thinking skills
- offering children the opportunity to find purpose within their own lives, provide opportunities to explore religions and find meaning in things

## Long Term Planning Document

EYFS		Y1			Y2			Y3			Y4			Y5			Y6		
Units of learning (linked to NC Pos)	EY goal linked to RE																		
	Understanding the World																		
3 and 4 year olds: Make connections between the features of their family and other families. Notice differences between people. Continue developing positive attitudes about the differences between people.	Autumn 1 Christianity Theme: Creation Story Key Question: Does God want Christians To Look After The World?	Spring 1 Christianity Theme: Jesus As A friend Key Question: Was it always easy for Jesus to show friendship?	Summer 1 Judaism Theme: Shabbat Key Question: Is Shabbat important to Jewish children?	Autumn 1 Christianity Theme: What Did Jesus Teach Key Question: Is It Possible To Be Kind To everyone All of the time?	Spring 1 Judaism Theme: Passover Key Question: How important is it for Jewish people to do what God asks them to do?	Summer 1 Islam Theme: Community and belonging Key Question: Does going to a mosque give Muslims a sense of belonging?	Autumn 1 Hinduism Theme: Divali Key Question: Would celebrating Divali help Hindus feel like they belong?	Spring 1 Christianity Theme: Incarnation Key Question: Could Jesus heal people?	Summer 1 Hinduism Theme: Hindu beliefs Key Question: How can Brahman be everywhere and in everything?	Autumn 1 Judaism Theme: Beliefs and Practices Key Question: How special is the relationship Jews have with God?	Spring 1 Buddhism Theme: The 8 fold Path Key Question: Can the Buddha’s teachings make the world a better place?	Summer 1 Buddhism Theme: The 8 fold path Key Question: What is the best way for a Buddhist to lead a good life?	Autumn 1 Hinduism Theme: Prayer and worship Key Question: What is the best way for a Hindu to show commitment to God?	Spring 1 Sikhism Theme: Beliefs and moral values Key Question: Are Sikh stories important today?	Summer 1 Sikhism Theme: Prayer and Worship Key Question: What is the best way for a Sikh to show commitment to God?	Autumn 1 Islam Theme: Beliefs and Practices Key Question: What is the best way for a Muslim to show commitment to God?	Spring 1 Christianity Theme: Beliefs and Meaning Key Question: Is anything ever eternal? <span style="background-color: yellow;">Additional section Explore humanism</span>	Summer Islam Theme: Beliefs and Moral Values Key Question: Does belief in Akhirah( life after death) help Muslims lead good lives?	
Reception: Understand that some places are special to	Autumn 2 Christianity Theme: Christmas Key Question:	Spring 2 Christianity Theme: Salvation Key Question:	Summer 2 Judaism Theme: Rosh Hashanah and Yom Kippur	Autumn 2 Christianity Theme: Christmas	Spring 2 Christianity Theme: Easter Key question:	Summer 2 Islam Theme: Hajj	Autumn 2 Christianity Theme: Christmas	Spring 2 Christianity Theme: Easter-forgiveness	Summer 2 Hinduism Theme: pilgrimage to	Autumn 2 Christianity Theme: Christmas	Spring 2 Christianity Theme: Salvation	Summer 2 Christianity Theme: Prayer and Worship	Autumn 2 Christianity Theme: Christmas/ Incarnation	Spring 2 Christianity Theme: Easter Theme: Gospel	Summer 2 Christianity Themes: Beliefs and Practices	Autumn 2 Christianity Theme: Incarnation	Spring 2 Christianity Theme: Gospel	Summer 2 Islam: Beliefs and Moral Practices	

	members of their community  Recognise that people have different beliefs and celebrate special times in different ways.	What gifts might Christians in my town have given Jesus if he had been born here rather than in Jerusalem?	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday	<i>Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish children?</i>	Key Question: Why do Christians believe God gave Jesus to the world?	How Important is it to Christians that Jesus came back to life after His crucifixion?	Key question: Does completing Hajj make a person a better Muslim?	Key question: Has Christmas lost its true meaning?	Key question: What is good about 'Good Friday'?	<i>the River Ganges</i>  <i>Key question; Would visiting the River Ganges feel special to a non-Hindu?</i>	Key Question: What is the most significant part of the nativity story for Christians today	Key Question: Is forgiveness always possible for Christians?	<i>Key Question: Do people need to go to church to show they are Christians?</i>	<i>Key Question: Is The Christmas Story true?</i>	Key Question: How significant is it for Christians to believe that God intended Jesus to die?	Key Question: What is the best way for a Christian to show commitment to God?	Key Question: Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?	Key Question: Is Christianity still a strong religion 2000 years after Jesus was on Earth?	Key Question: Does Belief In Akirah help Muslims lead good lives?
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6												
Prior knowledge needed	Continue developing positive attitudes about the differences between people	The word God is a name (EYFS)	A church is where Christian people worship God (Y1 aut)  Know that Christians believe Jesus is the son of God (Y1 aut)  Name two different religions (Y1 spr)	Know that people may have different religions (EYFS)  Know that a synagogue is a place of worship for Jewish people (EYFS)	Know that Christians believe that God created the world (Y1)  Know that Jesus died on Good Friday (Y1)	Name at least one Jewish festival (Y1)  Know that Jewish families eat special bread together, called Challah (Y1)	Know that a Mosque is where Muslims worship (EYFS)  Know that Hajj is an annual pilgrimage made by Muslims to the holy city of Makkah  Know that people who are Muslims call God Allah  Know that Eid is a Muslim celebration  Know that Muslims do not eat during the day during Eid  <i>Note – This is the first time children will be taught about Islam, so prior knowledge will need to be added in at start of the unit.</i>	Know that Hinduism is a religion (Y1)	Know that a parable is a story that Jesus told to show Christians how to live (Y2)  Know that Jesus was Jewish (Y1)	Know that Hinduism is a religion (Y1)  Know that Divali is a Hindu and Sikh festival (Y3 aut)	Know the names of some Jewish festivals- Passover, Rosh Hashanah (Y1)  Know that Shabbat is the Jewish day of rest (Y1)  Know that Yom Kippur is the Jewish new year (Y1)	Know two details about the life of Buddha (born a prince, realised that riches do not prevent unhappiness)  <i>Note – This is the first time children will be taught about Buddhism, so prior knowledge will need to be added in at start of the unit.</i>	Know that Buddhists believe that everything changes all the time (Y4 spr 1)  Know that Buddha gave the 8-fold path to show Buddhists how to live (Y4 spr 1)	Know that a Hindu temple is called a Mandir (Y3)  Know that Hindu worship is called Puja (Y3)  Know that Hindus go to the temple as a family (Y3)  Know that the Ganges is a special river to Hindus (Y3)	Know that Sikhism is a religion (Y1)  The Sikh Holy book has stories in it (Y5 spr)	Know that Muslim people try to make a pilgrimage to Makkah once in their life. This is called Hajj (Y2)  Know that Muslims worship in a Mosque (EYFS)  Muslims call God Allah (Y2)  Know that Islam was started by the prophet Muhammad, who was born in Makkah( now Saudi Arabia (Y2)	Know a parable is a story Jesus told (Y2)	Know that for Muslims Ramadan is a month of fasting (Y6 aut)	

		Know that Christians believe Jesus is God (Y1 aut)	Know that the cross is a special sign for Christians (EYFS)	Know that Easter is a Christian festival (Y1 spr)	Know that Jesus was given gifts at his birth- (Y1)	Know that Jesus was born in Bethlehem (Y1)	Know that Jesus died on Good Friday and that Christians believe he rose from the dead at Easter (Y1)	Know that Islam was started by the prophet Muhammad (Y2 Sum 1)	To know that Christmas celebrates when Jesus was born (Y1)	Know that Jesus was killed on Good Friday (Y2)	Know what a pilgrimage is (Y2)	Know that the wise men bought gifts of Gold, Frankincense and myrrh to the baby Jesus (Y1)	To know that Christians believe that the Bible tells stories about Jesus' life (Y3)	Know that religions have their own special places where they can go to worship (EYFS)	Know that advent is the period in the build up to Christmas when Christians get ready for Jesus' coming (Y1)	Know that Christians believe Jesus' death and resurrection was the salvation of humans (Y4)	Know that John The Baptist was Jesus' cousin and baptised him in the river Jordan (Y4)	To know the names of some religious celebrations they have studied( previous year groups- Christmas, Easter, Passover, Shabbat (All year groups)	To know that Holy Week is Jesus' last week (Y3)	To know that Muslims, Muhammed is the most important prophet (Y6 aut)
		Know that Mary was the mother of Jesus (Y1 aut)						To know that people who follow the Islam faith are called Moslems( Y2 S 1)	To know key parts of the Christmas story – gifts of Gold Frankincense and myrrh were bought to Jesus(Y2)	Know that Christians believe that on Easter day Jesus rose from the dead and so is still alive today (Y2)				Know and be able to retell key parts of the Christmas story (Y2)	Know that there are different types of Christian worship- Evangelical/Quakers (Y4)		To know the names of some religious festivals and the symbols associated with them (all year groups)	To know that Christians remember the Last Supper in a service called Holy Communion or Mass (Y3)	Know the five pillars of islam- belief in God, praying five times a day, giving money to charity, fasting during the month of Ramadan, going on a pilgrimage to Makkah (Y6 aut)	
		EYFS	Y1	Y2	Y3	Y4	Y5	Y6												
RE skills to be explicitly taught during this unit	Evaluation and critical thinking		Express my opinion about the Christian belief of Creation (A1)	To be able to suggest ways that Jesus demonstrated he was a good friend( Sp 1)	To be able to start to make a connection between being Jewish and decisions about behaviour( S1)	To be able to say if I think Christians should be kind and give a reason why(A1)	To be able to suggest what I think are the most and least important things Jews do that God asks them to do and add at least one reason( S1)	To be able to say 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(S1)	To start to explain how I think Hindu children might feel belonging at Divali (A1)	To be able to explain one Christian viewpoint about one of Jesus' healing miracles (S1)	To be able to recognise what I think about some Hindu beliefs about Brahman and Gods	To start to explain what makes Jewish people believe they have a special relationship with God(A1)	To be able to start to relate this story to making the world a better place	To be able to give simple reasoning as to why the teaching of the 8-fold path might be helpful to Buddhists trying to make good choices (S1)	To be able to express why I think Hindus might choose different ways to show commitment to God (A1)	To be able to explain how some stories can teach Sikhs about what is important in life and relate this to non-Sikhs (S1)	To be able to start to express what I think about the best way a Sikh could show commitment to God (S1)	To be able to think of some ways of showing commitment to God that would be better than others for Muslims(A1)	To be able to reflect on my own beliefs and about whether anything is eternal(S1)	
			I could suggest a gift I would give to Jesus and say why(A2)	To begin to explain my understanding of why Jesus is special to Christians ( Sp2)	To begin to explain how one of the meals of Rosh Hashannah or Yom Kippur is important to Jewish children( 2)	To be able to tell you why Christians think God gave Jesus to the world(A2)	To be able to start to suggest a different explanation as to what happened to Jesus after the empty tomb and give my opinion( S2)	To be able to explain how significant they think the Hajj is to a Muslim(S2)	To be able to start to reflect on whether I agree with Christian beliefs about Jesus' death( S2)	To be able to empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges (S2)	To be able to ask questions about what Christmas means to Christians and compare it with what it means to me	To be able to show an understanding of how Christians believe God can help them show forgiveness(S2 (	To be able to start to understand the impact a Christian's special place has on him/her (S2)	To be able to express an opinion on whether the Christmas story is true and what this might mean to Christians (A2)	To be able to start to express my opinion about Jesus' crucifixion being his destiny/purpose( S2)	To be able to describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others(S2)	To be able to explain that people may celebrate Christmas in different ways and say whether or not I feel this relates to Jesus(A2)	To be able to give my opinion as to whether Christianity is a strong religion now and say why I think this is(S2)	To be able to recognise what motivates or influences me to lead a good life and compare it with what motivates or influences Muslims( S2)	
	Personal reflection and	To talk about how they think humans should treat the world(A1)	To be able to talk about my friends and say why I like them(SP 1)	To be able to tell you which is my favourite day of the week and talk about food I would like to share in a special meal. Sp1)	To be able to say when I have been kind to others even when it is difficult(A1)	To be able to talk about why I do as some people ask but others(S1)	To be able to understand how meeting in a certain place could make me feel like I belong	To be able to tell you three ways I support a group I belong to( A1)	To be able to talk about some of the things in the world that people think of as miracles	To be able to explain how I may be special in different ways to different people	To be able to give examples of agreements and contracts I know and explain how I would feel if one is broken (A1)	To be able to talk about what sort of help I might need to show forgiveness( S2)	To be able to describe one of my 'good' choices and the consequences of it( S1)	To be able to show an understanding of why people show commitment in different ways (A1)	To be able to explain how some stories can teach people about what is important and how to behave(S1)	To be able to show understanding of why people show commitment in different ways (S1)	To be able to show understanding of why people show commitment in different ways (A1)	To be able to express the feelings I have when I think about situations or things I would like to last forever (S1)	To be able to give examples of times my choices have been influenced and changed when I considered the consequences that might follow (S1)	

		To be able to talk about a gift that is special to me	To be able to talk about a person I admire and say why( Sp1)	To be able to say how it feels to say sorry and what I have said sorry for( S2)	To be able to say how I would help solve a problem by showing love	To be able to say what I believe happens when you die and tell you how I remember people close to me( S2)	To be able to tell you about a special journey and why it was special to me( S2)	To be able to explain what Christmas means to me and talk about whether this involves giving and receiving gifts(A2)	To be able to start to tell you why Christians believe Jesus' death is important (S2)	To be able to explain why water is important for people of the Hindi faith( S2)	To be able to design a symbolic object to show the significance of Christmas and what it means to me(A2)	To be able to start to relate to a story and how it contributes to making the world a better place(S1)	To be able to explain some of the feelings my special place gives me and suggest why that is(S2)	To be able to start to explain why people may see an event in different ways (A2)	To be able to give an example of someone with a strong sense of purpose for their life and give my opinions on thi(S2)	To be able to show an understanding of why people show commitment in different waysS2)	To be able to start to explain some of the ways I celebrate are directly linked to the event I am celebrating and how other ways are not	To be able to explain how the influence people have had on me has affected what I see as important (S2)	To be able to give examples of times when I misinterpreted something(S2)	
	EYFS	Y1			Y2			Y3			Y4			Y5			Y6			
Content to be taught (Secured knowledge in bold)	<p>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 (ELG)</p> <p>To know that the word God is a name</p> <p>Know that people may have different religions (EYFS)</p> <p>Know that religions have their own special places where they can go to worship</p> <p>Know that a synagogue is a place of worship for Jewish people</p> <p>Know that a Mosque is where Muslims worship</p> <p>Know that the cross is a special sign for Christians</p> <p>Know that a church is where Christian people worship God</p>	<p>Know that Christians believe that God created the world over 7 days</p> <p>Know that Christians believe Jesus is God</p> <p>To know that Christians believe that God made the universe</p>	<p>To give two examples where Jesus showed friendship (Referring to details from one of the following: Zaccheus/Stilling The Storm/Mary, Martha and Lazarus)</p> <p>To know that a parable is a story told in the bible</p>	<p>Know that Jewish families eat special bread together, called Challah</p> <p>Know that Shabbat is the Jewish day of rest</p> <p>To be able to use the names for things that are special to Jewish people during Shabbat Kiddush cub/Shabbat candles/dreidl</p>	<p>Give two examples of stories where Jesus showed kindness</p> <p>Know that a parable is a story that Jesus told to show Christians how to live</p>	<p>Give two examples of things that Jewish people do during Passover</p> <p>Know what a mezuzah is and what it represents</p> <p>To know what the Seder meal is and use some of the correct vocabulary</p> <p>To be able to say why Jewish people have a Seder meal</p>	<p>Muslims worship in a Mosque</p> <p>Muslims call God Allah</p> <p>Know that Islam was started by the prophet Muhammad, who was born in Makkah( now Saudi Arabia)</p> <p>To know that people who follow the Islam faith are called Muslims</p>	<p>Know that a Hindu worships in a temple and the temple is called a Mandir</p> <p>Hindu worship is called Puja</p> <p>Know that at Divali Hindus light a lamp and make a puja tray together and they will go to the temple as a family</p> <p>To be able to describe two of the ways Hindus celebrate Divali</p>	<p>To know that Christians believe that the Bible tells stories about Jesus' life</p> <p>Know a parable that Jesus told where he is believed to have performed a miracle( The paralysed man)</p> <p>To know what a miracle is an extraordinary event that goes against nature, cannot be explained by science and that Christians believe is caused by God.</p>	<p>Begin to know that Brahman is in everything</p> <p>Know that Hindus believe there is one god with many different aspects</p> <p>Know that the tri-murti are the main deities and know what each represent( Brahma-creator/Vishnu-preserver/Shiva-destroyer)</p> <p>To be able to describe what a Hindu might believe about one of the Hindu Gods</p>	<p>Know that Jewish people believe that God made a promise to look after them as they are special to him</p> <p>Know that the Torah is the most holy document for Jewish people</p> <p>To be able to tell you two of the ways that Jewish people express their special relationship with God</p> <p>Know that Jewish people have rules about what food they can eat</p>	<p>Know who Buddha is and two details about the life of Buddha - born a prince, realised that riches do not prevent unhappiness</p> <p>Know that Buddhists believe that everything changes all the time</p> <p>Know that the 8-fold path shows Buddhists how to live</p> <p>To be able to recall one of Buddha's stories and start to explain what the Buddha was teaching through it(S1)</p>	<p>Know 4 of the 8 things people can choose to lead good lives- right viewpoint/right action/right awareness/right speech/right concentration /right thought/right effort/right living</p> <p>Know that the Buddha meditated and became enlightened</p> <p>To describe how aspects of the 8-fold path would help Buddhists to live good lives</p>	<p>Know that a Brahman is a universal God</p> <p>Know that Dharma is a code for leading your life that Hindus follow</p> <p>To be able to describe different practices that enable Hindus to show their commitment to God</p>	<p>Know that The Sikh Holy book has stories in it</p> <p>Recall details from two of the stories in the Sikh Holy book( Guru Nanak and the Jasmine flower/Bhai Lalo and Malik Bhago/Vaisakhi/Guru Nanak and the Cobra)</p> <p>To explain how a Sikh story expresses belief and meaning</p>	<p>Know the five ks- and what they symbolise kangha, kirpan, kara, kachera, kesh</p> <p>Know that the 5 ks are part of the Sikh faith and what the Five k's symbolise</p> <p>Say two ways that show how the Holy book is treated with respect</p> <p>To describe 3 of the ways that Sikhs choose to show commitment to God</p>	<p>Know that there are five pillars of Islam- belief in God, praying five times a day, giving money to charity, fasting during the month of Ramadan, going on a pilgrimage to Makkah</p> <p>To know that to Muslims, Muhammed is the most important prophet</p> <p>To be able to describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than other</p> <p>Know that for Muslims Ramadan is a month of fasting</p>	<p>Know that eternity means a very long period of time, without ending</p> <p>Know that in a Christian wedding a ring symbolises eternity</p> <p>Know that Christians believe people have to choose to follow him</p> <p>To be able to make links between different Christian beliefs and their views on whether anything is ever eternal</p>	<p>Know that for Muslims Akhirah is the belief of life after death (S1)</p> <p>Know what the 5 pillars represent(S1)</p> <p>Know that Jihad means struggle( S2)</p> <p>Know that some Muslims interpret jihad as the struggle to be good, and some interpret it as war (S2)</p> <p>To be able to explain how believing in Akhirah influences Muslims to do their best and lead good lives( S1)</p> <p>To explain two different interpretations of Jihad (S2)</p>	
			<p>To know that Christmas celebrates when Jesus was born</p> <p>Know that Christians believe Jesus is the son of God</p> <p>Know that Jesus was</p>	<p>Know that Jesus died on Good Friday and that Christians believe he rose from the dead at Easter</p> <p>Know one of the reasons why people welcomed Jesus on Palm Sunday-heard</p>	<p>Know that Jewish people involve God by asking for forgiveness in their festivals of Yom Kippur and Rosh Hashanah</p> <p>Know that Yom Kippur is the Jewish new year</p>	<p>To know key parts of the Christmas story – gifts of Gold Frankincense and myrrh were bought to Jesus</p> <p>To know the Christmas story and begin to explain that</p>	<p>Know what a pilgrimage is</p> <p>Know that Muslim people try to make a pilgrimage to Makkah once in their life.</p>	<p>Know that Christians believe that the bible tells us about God</p> <p>Know that Christians believe that Jesus was God in human form and given as a 'present' to the world</p>	<p>To know that Holy Week is Jesus last week</p> <p>To know that Christians remember the Last Supper in a service called Holy Communion or Mass</p>	<p>Know that Hindus wash themselves in the River Ganges to wash away the things God would not be pleased with</p> <p>Explain how that the Ganges is a special river</p>	<p>Know a symbol is used to represent or remind someone of something else</p> <p>Know that a Christingle is a symbol</p> <p>Know the name of at least two parts</p>	<p>Know that Christians believe Jesus' death and resurrection was the salvation of humans</p> <p>To find evidence from a biblical text that demonstrates that Jesus</p>	<p>Know that John The Baptist was Jesus' cousin and baptised him in the river Jordan</p> <p>Know that there are different types of Christian worship- Evangelical/Q uakers</p>	<p>Know details of different accounts of the Christmas story in the bible Luke/Matthew</p> <p>Know what Christmas means to Christians</p>	<p>Know that The New Testament says Jesus' death was for us</p> <p>Recall 4 of the main events of Holy week( Palm Sunday, Jesus teaching, overturning tables, The</p>	<p>Know that one way that Christians show their commitment to God is by following the Ten commandments</p> <p>Know four of the Ten Commandments</p>	<p>Know that Christians celebrate the arrival of Jesus as God's son-</p> <p>Know that Christians believe Jesus brought to Earth a message from God about how to live a good life</p>	<p>Know two ways that Christians motivate people to do good work in the world eg., CAFOD, Christian Aid, Salvation Army</p> <p>Know that there are some</p>	<p>Explain how following the five pillars helps Moslems follow their faith (S1)</p> <p>Know the five pillars- shahad/salah/ zakah/ sawm/ hajj (S1)</p>	

		given gifts at his birth- gold, frankincense and myrrh	about amazing things he'd done/believed He would be the Messiah/believed He was the Son of God	To know that there are 2 main Jewish festivals – Rosh Hashanah and Yom Kippur.	Christians believe Jesus was a gift from God	believe Jesus is still alive today	Know that the pilgrimage is called Hajj	Know that God gave Jesus to show us how to behave toward each other and look after the world	To know that Christians believe that Easter Sunday was the day Jesus rose from the dead and so is still alive today	To describe a Hindu ritual that happens at the river Ganges	of a Christingle and what they represent ( candle reminds of Jesus/orange is the world/red ribbon goes round the world and symbolises Jesus' blood/cocktail sticks with fruit or sweets represent four corners of the world and the food are God's gifts	forgave ( The Last Supper/Jesus on The Cross)	To describe some of the ways Christians use churches to worship Holy Communion or participate in Baptism	Know what incarnation means	Last Supper, Judas' betrayal, Peter's denial, praying on the mount, arrest, four trials, crucifixion, burial	Explain the process of communion and that Christians use it to show their commitment	To describe some of the ways that Christians celebrate Christmas and start to understand which of these would help them understand who Jesus was and why he was born	Christians suffering for their beliefs today	To identify one way that Christianity could be described as a strong religion today
	EYFS	Y1			Y2			Y3			Y4		Y5			Y6			
RE specific vocabulary to be explicitly taught during this unit	special, God, Jesus, church, synagogue, celebration, Christmas, Easter, Chinese New Year, Nowruz, Holi, Mosque,	Christianity Creation God Universe Jesus	Salvation parable bible	Judaism Jewish Shabbat Dreidl Kiddush cup Challah bread	Samaritan Samaria miracle parable	Passover Pesach Seder plates	Makkah Hajj Mosque Qur'an Wudu Prophet Allah pilgrimage	Divali temple Mandir Rangoli Diva lamp Puja tray	paralysed healing	Ganges ritual Brahman Tri-murti pilgrimage	Torah scrolls Shema Synagogue Shabbat	Buddhism Buddha enlightment	Buddha 8 fold path Meditation	Brahman Dharma Puja	Sikh Holy book Guru Nanak	Five Ks- khangra, kirpan, kara, kachera, kesh,	Ramadan Five pillars of Islam Qur'an Allah	Eternity humanism Salvation CAFOD Christian Aid humanitarian	Akhirah Jihad Afterlife shahad/ salah/ zakat sawm hajj
	EYFS	Y1			Y2			Y3			Y4		Y5			Y6			
Suggested high quality texts and websites	Cbeebies: Let's Celebrate series	Wonderful Earth by Mick Inkpen and Nick Butterworth  Humanist view- Understanding humanism website	Jesus of Nazareth DVD  'Say Hello' by Jack and Michael Forman	Bible Stories- Stilling The Storm/ Zaccheus/ Mary, Martha and Lazarus	Bible Stories: The Good Samaritan( Luke 10), The Paralysed man( Mark 2)  <a href="http://www.bbc.co.uk/clips/z3mgkqt">www.bbc.co.uk/clips/z3mgkqt</a> : Raising The Roof-Christ's Miracle  'George Saves The World by Lunchtime' Eden Project books  Advent calendars	<a href="http://www.bbc.co.uk/education/clips/z9th34j">www.bbc.co.uk/education/clips/z9th34j</a> : Seder plates and contents:weddings,birthdays  <a href="http://www.bbc.co.uk/education/clips/zqyv9j6j">www.bbc.co.uk/education/clips/zqyv9j6j</a> : Four questions of Passover  <a href="http://www.bbc.co.uk/education/clips/z68dxnb">www.bbc.co.uk/education/clips/z68dxnb</a> : Shopping for Pesach  The Passover Story  Children's' bible: Easter	<a href="http://www.bbc.co.uk/education/clips/z74wmp3">www.bbc.co.uk/education/clips/z74wmp3</a> : Friday prayers in the mosque  <a href="http://www.bbc.co.uk/education/clips/z6wfgk7">www.bbc.co.uk/education/clips/z6wfgk7</a> : Pathways of Belief: Ismal,Hinduism and Sikhism: DVD/Video  <a href="http://www.bbc.co.uk/education/clips/zfthyr82">www.bbc.co.uk/education/clips/zfthyr82</a> : Pathways of Belief: Ismal,Hinduism and Sikhism: DVD/Video	Pathway of Belief- Islam-Hinduism and Sikhism Rangoli patterns, Diva lamps and Puja trays Pictures of Hindu children during Divali  Christmas story Children's Bible	Bear feels Sick by Karma Wilson Bible stories: Blind man Paralysed Man  Easter Story  Pictures of art representations by Margaret Cooling-The last Supper/The Crucifixion/ Jesus Through Art	Pictures of different Hindu dieties  Explanation of different Hindu Gods  Pilgrimage in Hinduism	<a href="http://www.bbc.co.uk/education/clips/ztgka6sg">www.bbc.co.uk/education/clips/ztgka6sg</a> : The Shema  <a href="http://www.bbc.co.uk/education/clips/ztgjmb">www.bbc.co.uk/education/clips/ztgjmb</a> : Christingle	Stories( Kisa and The Mustard seed/The angry Elephant)  <a href="http://www.buddhanet">www.buddhanet</a>  <a href="http://www.clearvision">www.clearvision</a>	The 8-fold path  <a href="http://www.ic.synsbd.edu/Clubs/buddhism/story/index.html">www.ic.synsbd.edu/Clubs/buddhism/story/index.html</a> - a story about finding out the truth  6 Christian baptism clips The Eucharist/Holy communion	10 artefacts relating to Puja 'Pathways of Belief: Islam, Hinduism and Sikhism DVD video  <a href="http://www.hindukids.org.Hindufestivals">www.hindukids.org.Hindufestivals</a>  Nativity scenes	A traditional tale- eg Little Red riding hood  <a href="http://www.bbc.co.uk/education/clips/z9gkq6f">www.bbc.co.uk/education/clips/z9gkq6f</a> : The Hiding Place by Corrie Ten-Boom  Bible Story The ten commandments Exodus 20-2-17  <a href="http://www.reonline.org.uk">www.reonline.org.uk</a> : More About Sikhism  Story sack-props about main events of holy week: palm leaf, bread, glass of wine, model donkey, small table,cross, stone	The Hiding Place by Corrie Ten-Boom  Bible Story The ten commandments Exodus 20-2-17  <a href="http://www.bbc.co.uk/education/clips/zwcd2hv">www.bbc.co.uk/education/clips/zwcd2hv</a> : The Eucharist or Holy communion	<a href="http://www.bbc.co.uk/education/clips/zsqvcdm">www.bbc.co.uk/education/clips/zsqvcdm</a> : Salat-Muslim prayer  <a href="http://www.bbc.co.uk/education/clips/z4jxnb:Muslims">www.bbc.co.uk/education/clips/z4jxnb:Muslims</a> and charity  <a href="http://www.islamic-relief.org.uk">www.islamic-relief.org.uk</a> : Muslim Charity  <a href="http://www.bbc.co.uk/education/clips/zw37tfr:Fastings">www.bbc.co.uk/education/clips/zw37tfr:Fastings</a> during Ramadam  Bible stories(New testament) Angel visiting	Christian wedding video Bible stories( New Testament): Love ( Matthew 6: 43-47) Commandments(Mark 12: 29-31) The Lost Son (Forgiveness( Luke 23-34) Love and Letter to Cornithians 13: 4-13 Eternal Life( John 3-16) Walk To Emman's Beach Barbeque	What does it mean to be a Muslim?  <a href="http://www.bbc.co.uk/schools/gcse/bitesize/rs/war/justwartheor/rev2.shtml">www.bbc.co.uk/schools/gcse/bitesize/rs/war/justwartheor/rev2.shtml</a>  <a href="http://www.bbc.co.uk/schools/gcse/bitesize/rs/war/islamrev3.shtml">www.bbc.co.uk/schools/gcse/bitesize/rs/war/islamrev3.shtml</a>

					<p>story, Resurrection Appearance( The Walk to Emmaus, Mark 16:12-13:The Beach Barbeque, John 21: 1-14</p> <p><a href="http://www.bbc.co.uk/education/cl/ipszy3w2p3">www.bbc.co.uk/education/cl/ipszy3w2p3</a></p>	<p>Wudu-preparations for prayer</p> <p>Hajj robes, map of Mecca, Qur'an, picture of Grand Mosque in Makkah</p> <p><a href="http://www.bbc.co.uk/education/cl/ipszx8jpycw">www.bbc.co.uk/education/cl/ipszx8jpycw</a>: Hajj</p> <p><a href="http://www.bbc.co.uk/education/cl/ipszx8n34j">www.bbc.co.uk/education/cl/ipszx8n34j</a>: Hajj Day 1</p> <p><a href="http://www.bbc.co.uk/education/cl/ipszpqvcdm">www.bbc.co.uk/education/cl/ipszpqvcdm</a>: Hajj Day 2</p> <p><a href="http://www.bbc.co.uk/education/cl/ipszvt4wmn">www.bbc.co.uk/education/cl/ipszvt4wmn</a>: Day 3 of Hajj</p>							Bible story: Luke 20-23		<p>Mary-Luke 1:26-38</p> <p>Mary's song Luke 1:47-55</p> <p>Joseph Matthew 1:18-25</p> <p>God as Man John 1-14</p>	<p>Bible Stories: Love Their Neighbour( Matk 12: 28-31)</p> <p>Christians who are suffering for their beliefs( Internet search)</p> <p><a href="http://www.Opensdoorsusa.org/Christianpersecution/world-watch-list/">www.Opensdoorsusa.org/Christianpersecution/world-watch-list/</a>: regions of the world where persecutions happen</p>
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<b>Rationale</b>	<p>Children will be guided to make sense of their physical world and their community. Through visits, visitors, books, rhymes and poems we can foster their understanding of our culturally, socially, technologically and ecologically diverse world (Taken from EY Framework)</p>	<p>The Discovery scheme is an enquiry based scheme, with every unit posing a question. The enquiry develops through four steps. It starts with engagement where children link to their own experiences, then moves on to gaining subject knowledge through investigation. The children then go through an evaluation process before completing an expression element. In this part they are taken back to reflect on their own starting point, beliefs and experiences. The programme supports children to engage in enquiry through its use of 'Owl crew'. They are sources of wisdom and the children can ask them questions throughout each lesson and place them in a box, so that the teacher can then build the answer into the next or subsequent lessons. Christianity is taught in every year group and Christmas and Easter are approached from a different perspective each year, developing the learning in a progressive way. Juddaism, Buddhism, Hinduism, Sikhism, and Islam are also covered. Humanist perspectives are added in some units where appropriate. By learning about different religions, RE teaching at Heathlands allows children to acquire the knowledge and understanding which can lead to tolerance and respect for others and their beliefs. It also reflects the increasing numbers of children coming in to school with different religions. The enquiry approach encourages children to evaluate and consider other beliefs they may encounter that may be different to their own. Spiritual, Moral, Social and Cultural development opportunities are also identified within each unit.</p> <p>NB: 2021-2022 Year 6 to study a unit from year 5. They did not complete due to Lockdown- Sikhism. This is a religion they have covered less than other main religions. Also adding humanist element to their year 6 study.</p>
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Planning materials and resources are available from Discovery RE – this is all located on the server.