



RE Long Term Plan

Crawford Village
Primary School & Nursery

	Religious Strand						
Class 1 EYFS Annual Cycle	Christianity (People, Culture and Communities)	<p><u>WHICH STORIES ARE SPECIAL AND WHY?</u> Class 1 staff should select from the following outcomes, and set up learning experiences that enable pupils to...</p> <p>Talk about some religious stories. Recognise some religious words, e.g. about God Identify some of their own feelings in the stories they hear. Identify a sacred text e.g. Bible, Qur'an. Talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do. Talk about what Jesus teaches about saying 'thank you', and why it is good to thank and be thanked.</p>	<p><u>WHICH PEOPLE ARE SPECIAL AND WHY?</u> Class 1 staff should select from the following outcomes, and set up learning experiences that enable pupils to...</p> <p>Talk about people who are special to them Say what makes their family and friends special to them Identify some of the qualities of a good friend Reflect on the question 'Am I a good friend?' Recall and talk about stories of Jesus as a friend to others Recall stories about special people in other religions and talk about what we can learn from them.</p>	<p><u>WHAT PLACES ARE SPECIAL AND WHY?</u> Class 1 staff should select from the following outcomes, and set up learning experiences that enable pupils to...</p> <p>Talk about somewhere that is special to themselves, saying why. Be aware that some religious people have places which have special meaning for them. Talk about the things that are special and valued in a place of worship. Identify some significant features of sacred places Recognise a place of worship Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church.</p>	<p><u>WHAT TIMES ARE SPECIAL AND WHY?</u> Class 1 staff should select from the following outcomes, and set up learning experiences that enable pupils to...</p> <p>Give examples of special occasions and suggest features of a good celebration. Recall simple stories connected with Christmas/Easter and a festival from another faith. Say why Christmas/Easter and a festival from another faith is a special time for Christians/ members of the other faith.</p>	<p><u>BEING SPECIAL: WHERE DO WE BELONG?</u> Class 1 staff should select from the following outcomes, and set up learning experiences that enable pupils to...</p> <p>Re-tell religious stories making connections with personal experiences. Share and record occasions when things have happened in their lives that made them feel special. Recall simply what happens at a traditional Christian infant baptism and dedication. Additional opportunity if you have children from religions other than Christianity in your setting. Recall simply what happens when a baby is welcomed into a religion other than Christianity.</p>	<p><u>WHAT IS SPECIAL ABOUT OUR WORLD?</u> Class 1 staff should select from the following outcomes, and set up learning experiences that enable pupils to...</p> <p>Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world. Re-tell stories, talking about what they say about the world, God, human beings. Think about the wonders of the natural world, expressing ideas and feelings. Express ideas about how to look after animals and plants. Talk about what people do to mess up the world and what they do to look after it.</p>

		Cycle A 2022 - 2023	Cycle B 2023 - 2024	Cycle C 2024 - 2025
Class 2 Y1 – Y3	Christianity	<p>Y3 Unit <u>WHAT IS THE BIBLE AND WHY IS IT IMPORTANT TO CHRISTIANS?</u> To identify and describe ways in which the Bible is important for Christians To find out how Christians use the Bible at home and at church. To find out about the different kinds of writing in the Bible and why each is important To learn about what makes a book special to different people To find out how different genres of writing in the Bible show different aspects of God To investigate the Old and New Testaments of the Bible</p>	<p>Y1 Unit <u>WHY DO CHRISTIANS GIVE GIFTS AT CHRISTMAS?</u> To discuss their experiences of giving and receiving presents. To find out about the story of Jesus' birth. To think about a gift a Christian might give to baby Jesus. To think about presents that can be given that you can't see. To explore the Christian belief that Jesus is God's gift to the world.</p>	<p>Y2 Unit <u>CHRISTMAS CELEBRATIONS</u> To think about what we celebrate and how we celebrate. To be able to recount the Christmas story. To explore how Christians celebrate Christmas. To investigate how Christmas is celebrated by Christians around the world. To recap and summarise what we have learnt about Christmas.</p> <p>Y3 Unit <u>WHAT DO WE KNOW ABOUT JESUS?</u> To learn that representations of Jesus vary and to explore some of the reasons for this. To learn that pictures of Jesus tell us about people's personal beliefs about him. To find out what Jesus was like as a person from the Gospels. To explore other people's view of Jesus from the Bible. To explore the symbolic language used to describe Jesus in the Bible. To consolidate knowledge of Jesus and reflect on your own response to what we have found out about him.</p> <p>Y1 Unit <u>WHAT DID JESUS TEACH US?</u> To find out about the life of Jesus. To find out about the parable of the lost son. To find out about the parable of the good Samaritan. To find out what Jesus taught at the Sermon on the Mount. To explore what we can learn from the actions of Jesus. To summarise what Jesus taught people.</p> <p>Y2 Unit <u>CHRISTIAN RITES OF PASSAGE?</u> To understand what a rite of passage is. To understand what happens at a Baptism ceremony. To learn about Holy Communion. To explore a Christian marriage ceremony.</p>

				To explore the death and funeral ceremony of a Christian person.
	Islamic Units	Y1 Unit <u>WHAT DO MUSLIMS CELEBRATE?</u> To find out about the Islamic New Year To find out about the Day of Ashura To find out about Mawlid al-Nabi To find out about Ramadan To find out about Eid al-Fitr To find out about the Hajj		
	Hinduism		Y1 Unit <u>WHAT DO HINDUS CELEBRATE?</u> To find out what Hindus believe. To find out about special occasions in a Hindu childhood. To find out what happens at a Hindu wedding. To find out about the Hindu festival of Divali. To find out about the Hindu festival of Raksha Bandhan. To find out about the Hindu festival of Ganesh Chaturthi. Y3 Unit <u>HOW AND WHY DO HINDUS CELEBRATE DIWALI?</u> To learn about the events and meanings in the story of Rama and Sita. To learn about the diya and why it is important in the Diwali story. To learn about some of the preparations for Diwali. To learn about the purpose of creating rangoli patterns. To learn about the purpose of creating rangoli patterns. To find out about Lakshmi and how Hindus celebrate Diwali at home. To find out about Lakshmi and how Hindus celebrate Diwali at home.	
	Judaism	Y2 Unit <u>WHY IS THE TORAH SPECIAL?</u> To find out about what Judaism is and what Jews believe. To find out how the Torah began on Mount Sinai. To find out how the Torah is used by Jews today. To explore some of the stories in the Torah and what they teach about God. To explore some of the stories in the Torah and what they teach about God.	Y3 Unit <u>JEWISH CELEBRATIONS</u> To recap facts about Judaism and Jewish beliefs. To find out about the Jewish festival of Passover. To find out about the Jewish festival of Sukkot. To find out about the festival of Purim. To find out about the festival of Hanukkah. To find out about the festival of Rosh Hashanah	

		To find out about some of the laws in the Torah. To find out what the Torah teaches Jews about helping others		
	Buddhism		Y2 Unit <u>WHO WAS BUDDHA?</u> To understand how Siddhartha Gautama came to be known as 'the Buddha'. To understand how Siddhartha Gautama came to be known as 'the Buddha'. To recognise Buddhist symbols which explain why Buddha was special. To recognise Buddhist symbols which explain why Buddha was special. To explain the meaning of a Buddhist parable. To explain what Buddha taught Buddhists about how to live their lives. To explain what Buddha taught Buddhists about how to live their lives. To recognise where and how Buddhists worship. To understand how and why the life of the Buddha is celebrated during Vesak.	
	Sikhism			Y2 Unit <u>WHAT DO SIKHS BELIEVE?</u> To find out about Sikhs and how Sikhism began. To find out what being equal means to a Sikh. To find out why Sikhs meditate. To find out why Sikhs believe people should work hard and live honestly. To find out why Sikhs believe people should share.
	General	Y2 Unit <u>LEADERS AND TEACHERS</u> To find out about leaders in school, and what they do. To understand the challenges of being a leader, and why leaders are important. To find out about religious leaders and their special books. To find out about religious leaders and their special books. To understand the importance of global religious leaders. To learn the names, clothing, places of worship, holy books and duties of local religious leaders. To learn the names, clothing, places of worship, holy books and duties of local religious leaders.	Y3 Unit <u>WHAT DO SIGNS AND SYMBOLS MEAN IN RELIGION?</u> To explore the meaning of signs and symbols. To find out how symbolic food can be used to remember important events. To be able to explore and interpret religious metaphors. To learn that religious beliefs and ideas about God can be experienced in different forms, including symbolism. To learn that religious beliefs and ideas about God can be experienced in different forms, including symbolism. To learn about some common symbols within a place of worship	Y1 Unit <u>OUR WONDERFUL WORLD</u> To identify things that make our world special. To explore the Jewish, Christian and Islamic creation stories. To explore the Hindu creation story. To explore different accounts of the creation of the sky and Heaven. To explore different accounts of the creation of plants To explore different religious accounts of how animals and people were created

		<p>Y1 Unit <u>SPECIAL BOOKS</u> To share special books. To find out which books are special for different religions. To find out about the special book for Jewish people. To find out about the special book for Christian people. To find out about the special book for Muslim people.</p>		
		<p>Cycle A 2022 - 2023</p>	<p>Cycle B 2023 - 2024</p>	<p>Cycle C 2024 - 2025</p>
<p>Class 3 Y4 – Y6</p>	<p>Christianity</p>	<p>Y5 Unit <u>WHERE DID THE CHRISTIAN BIBLE COME FROM?</u> To ask and respond to questions about the Bible. To learn about the history of the Bible and some of its features. To investigate the contents of the Bible. To learn about different translations of the Bible and what it means for Christians today. To understand the difference between literal and symbolic truth and to reflect on personal emotions</p> <p>Y6 Unit <u>WHAT IS A CHURCH?</u> To consider what is written in the Bible about the foundation of the Christian church. To consider ways in which churches reflect local culture. To consider how churches help Christians worship. To identify ways in which churches serve their communities. To consider ways in which local churches form part of a global community. To reflect on what has been learned about the Christian church.</p>	<p>Y4 Unit <u>CHRISTMAS JOURNEYS</u> To learn about the importance of Bethlehem to Christians and to find out what a pilgrimage is. To find out about Mary and Joseph’s journey to Bethlehem. To find out about some of the key features of the nativity story. To find out how religious ideas can be expressed through music and art. To learn about how the emotions of the people in the story are the same emotions as people have today.</p>	<p>Y4 Unit <u>WHY IS EASTER IMPORTANT TO CHRISTIANS?</u> To learn about the events of Palm Sunday. To learn about the significance of the Last Supper. To learn about the events that led up to Jesus being arrested. To find out about the events and emotions surrounding the crucifixion of Jesus. To find out about the events of the resurrection and to explore Christian beliefs in life after death. To learn about the meaning of ‘Messiah’ for Jesus and to summarise the events of Holy Week.</p> <p>Y5 Unit <u>STORIES OF CHRISTIANITY</u> To explore the themes of the Bible and identify familiar stories. To explore the story of Ruth and Naomi. To explore the story of Daniel and relate this to religious persecution today. To explore the parables of Jesus. To find out about Christian baptism through the story of John the Baptist. To find out about Paul and the early church.</p>
	<p>Islamic Units</p>			<p>Y5 Unit <u>WHY IS MUHAMMAD IMPORTANT TO MUSLIMS?</u> To find out who Muhammad was and why he is an important figure in Islam. To learn about the life of Muhammad and his impact on history.</p>

			<p>To understand the importance of the Qur'an to Muslims. To understand the importance of Muhammad to Muslims' daily lives. To relate our experiences of role-models and influences on our lives with those of Muslims.</p> <p>Y6 Unit <u>WHAT IS THE QUR'AN AND WHY IS IT IMPORTANT TO MUSLIMS?</u> To identify the meaning of the word 'sacred' and to explore why the Qur'an is important to Muslims. To know what the Qur'an teaches about God and to reflect on your own ideas about God. To know that the behaviour of Muslims is influenced by the Qur'an. To study ways in which Muslim children learn about the Qur'an. To be able to explain the significance of the Qur'an to Muslims today.</p>
Hinduism	<p>Y4 Unit <u>HINDU WORSHIP AT HOME AND IN THE MANDIR</u> To learn about some important aspects of Hindu beliefs in God. To identify some characteristics of Hindu gods and goddesses. To understand why a shrine is a special place in a Hindu home. To understand why puja is important for Hindus, and how it is practised at home. To explore Hindu worship in the Mandir. To evaluate what you have learned about Hindu worship at home and in the Mandir.</p>	<p>Y6 Unit <u>STORIES OF HINDUISM</u> To understand that Hindus believe God is represented in different forms. To explore how Krishna is represented in Hindu stories. To explore Hindu teachings on success. To explore the theme of punishment and forgiveness in a Hindu story. To explore a Hindu teaching about telling the truth.</p>	
Judaism		<p>Y5 Unit <u>JEWISH WORSHIP AND COMMUNITY.</u> To find out about some of the key features of worship in Judaism. To understand the significance of prayer in Judaism. To find out the meaning of Jewish rituals in relation to joining the Jewish community.</p>	

			<p>To find out how belonging to a faith community affects your actions.</p> <p>To explore how faith is expressed through worship.</p>	
	Buddhism	<p>Y5 Unit <u>BUDDHIST WORSHIP AND BELIEFS.</u> To find out who Buddha was and why he is important to Buddhists today. To find out about some of the core beliefs and teachings of Buddhism To learn about the Four Noble Truths and the Eightfold Path. To find out about the Buddhist beliefs of karma and reincarnation. To investigate the ways in which Buddhists worship.</p>	<p>Y4 Unit <u>BUDDHIST FESTIVALS</u> To gather, select and organise ideas about Buddhism. To understand why Buddhists give offerings during Vesak. To understand how and why significant moments in the life of the Buddha are celebrated. To understand how and why Buddhists pay respect to the Buddha. To know how activities during the festival relate to the teachings of Buddha.</p>	
	Sikhism	<p>Y6 Unit <u>SIKH WORSHIP AND COMMUNITY.</u> To find out what Sikhs believe and some of the features of Sikh worship. To find out how Sikhs worship through prayer. To find out how children are welcomed into the Sikh community. To explore the Sikh tradition of the Langar. To explore the Sikh practice of SEWA.</p>		<p>Y4 Unit <u>SIKH RITES OF PASSAGE</u> To find out who Sikhs are and what they believe. To find out about the naming ceremonies of Sikh children. To find out about the Sikh baptismal ceremony of Amrit. To find out about Sikh marriage ceremonies. To find out about Sikh funerals and beliefs on life after death.</p>
	General	<p>Y4 Unit <u>BELONGING AND IDENTITY.</u> To think about the things that help us shape our sense of identity. To consider the ways in which we express our identity. To consider differences between the beliefs of different groups and communities, and how we can show tolerance and understanding. To explore ways in which a sense of belonging is shaped by our relationships and environment. To consider some of the responsibilities of belonging to a global community. To consider some of the responsibilities of belonging to a global community.</p>	<p>Y6 Unit <u>HOW DO PEOPLE EXPRESS THEIR FAITH THROUGH THE ARTS?</u> To recognise that expressing faith involves feelings and emotions. To find out how music can be a form of religious expression in many religions. To understand how colour can be used to express religious feelings and ideas. To understand how art can be sacred and spiritual for believers. To find out how Islamic art helps Muslims to worship. To understand how drama is used to reinforce important teachings and stories in religions.</p>	<p>Y6 Unit <u>WHAT HAPPENS WHEN WE DIE?</u> To understand that sadness is felt by everyone at some points during their lives. To understand how the death of a person is marked and commemorated in different religions and communities. To express your own ideas, and understand the ideas of others, about what happens when a person dies. To understand that it is important to express the emotions that you feel. To think of practical ways of remembering someone who has died.</p>

Y5 unit

BELIEF IN OUR COMMUNITY.

To find out about the different beliefs of religious and non-religious communities in our local area.

To consider the ways in which belonging to a religious community can help people.

To find out about the impact faith and beliefs have had on the lives of inspirational figures.

To consider the difficulties for people of different religious beliefs living in non-religious communities.

To think about what makes it difficult to live life according to our own beliefs.