



DEARHAM SCHOOL
KS1 and KS2 Long Term Whole School RE Plan

YEAR	AUTUMN	SPRING	SUMMER
Nursery	<i>(Christmas)</i>	<i>Easter</i>	<i>Caring for the Natural World Places of Worship</i>
	<ul style="list-style-type: none"> Learn about similarities and differences between themselves and others and develop positive attitudes about this Talk about special times or events for family or friends Compare and contrast each other's traditions at Christmas time Visit to St Mungo's Church Celebrate different events and festivities – eg Bonfire Night 	<ul style="list-style-type: none"> Learn about the cultures and beliefs of different people (Chinese New Year) Learn about the Easter Story and signs of Spring Learn about changes in the natural world, new life and how to look after it 	<ul style="list-style-type: none"> Learn about changes in the natural world and how to care for it (Summer, Minibeasts, growth). Why are some places special? Visit to a special place, and look at pictures, books and videos of different places of worship Visitors of different faiths
Reception	Special Times- How and why do we celebrate? What times are special to different people and why?	Special Stories- Why are some stories special? What special messages can we learn from stories?	Special Places- What is special about our world?
	<ul style="list-style-type: none"> 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 are special times for believers. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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

				<ul style="list-style-type: none"> • 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
One	<i>What does it mean to belong to a faith community?</i>	<i>Who is a Christian ?</i>	<i>How and why do we celebrate special and sacred times.</i>	<i>What makes some places sacred?</i>
	<ul style="list-style-type: none"> • Recognise symbols of belonging from their own experience (A3) • Recognize symbols of belonging for Christians (A3) • Recognize symbols of belonging for Jews or Muslims (A3) • Think about why symbols of belonging matter to believers (A3) • Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1). • Identify two ways people show they belong to each other when they get married (A1). • Respond to examples of co-operation between different people (C2) 	<ul style="list-style-type: none"> • Talk about some simple ideas about Christian beliefs about God and Jesus (A1). • Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2). • Talk about issues of good and bad, right and wrong arising from the stories (C3). • Ask some questions 	<ul style="list-style-type: none"> • Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1). • Re-tell stories connected with Christmas/ Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2). • Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1). • Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1). 	<ul style="list-style-type: none"> • Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3). • Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2). • Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1).

			<p>about believing in God and offer some ideas of their own (C1).</p> <ul style="list-style-type: none"> • 	
Two	<i>Who is Jewish and what do they believe?</i>	<i>Who is a muslim and what do they believe?</i>	<i>How should we care for others in the world and why does it matter?</i>	<i>What can we learn from sacred books?</i>
	<ul style="list-style-type: none"> • Talk about how the mezuzah in the home reminds Jewish people about God (A3). • Ask good questions about how Jewish artefacts are used and their meaning (B1) • Talk about how Shabbat is a special day of the week for Jewish people (B1) Give some examples of what Jewish people might do to celebrate Shabbat (B1). • Re-tell a story that shows what Jewish people at the festivals of Chanukah might 	<ul style="list-style-type: none"> • Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1). • Re-tell a story about the life of the Prophet Muhammad (A2). • Recognise some objects used by Muslims and suggest why they are important (A2). • Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1). • Find out about and respond with ideas to 	<ul style="list-style-type: none"> • Re-tell Bible stories and stories from another faith about caring for others and the world (A2). • Identify ways that some people make a response to God by caring for others and the world (B1). • Talk about issues of good and bad, right and wrong arising from the stories (C3). • Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2) • Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1). 	<ul style="list-style-type: none"> • Independently give reasons why a holy book is considered to be 'holy'. (A2) • Re-tell The Lost Sheep; suggest the meaning(s) of this story (A2). • Re-tell the story of the Exodus (A2). • Identify and talk about the meaning of at least two teachings of Jesus, recognising that they come from the Christian tradition (A2). • Suggest a meaning for the story of Prophet Muhammad and the Black Stone (A2) • Re-tell Jonah, a story from

	think about God, suggesting what it means (A2).	examples of cooperation between people who are different (C2).		<p>the Bible and other holy texts; suggest the meaning of this story (A2). Suggest answers to questions arising from the story of Jonah (C1). Ask and suggest answers to questions arising from The Lost Sheep (C1).</p> <ul style="list-style-type: none"> • Talk about issues of good and bad, right and wrong arising from the teachings (C3). Talk about issues of good and bad, right and wrong arising from the story of The Exodus and the Ten Commandments (C3). Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3). • Notice and respond sensitively to how people from different faiths still tell the story of Jonah today (B3)
Three	<i>Why is Jesus inspiring to some people?</i>	<i>What does it mean to be a Christian?</i>	<i>What can we learn from religion about right and wrong?</i>	<i>Why are festivals important?</i>
	<ul style="list-style-type: none"> • Make connections between some of Jesus’ 	<ul style="list-style-type: none"> • Describe some examples of what Christians do 	<ul style="list-style-type: none"> • Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1). • Make connections between stories of temptation and why people can find it difficult to be good (A2). • Give examples of ways in which some inspirational people have 	<ul style="list-style-type: none"> • Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2).

	<p>teachings and the way Christians live today (A1).</p> <ul style="list-style-type: none"> • Describe how Christians celebrate Holy Week and Easter Sunday (A1) • Identify the most important parts of Easter for Christians and say why they are important (B1). • Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with 	<p>to show their faith, and make connections with some Christian beliefs and teachings (A1).</p> <ul style="list-style-type: none"> • Describe some ways in which Christian express their faith through hymns and modern worship songs (A2). • Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2). • Discuss links between the 	<p>been guided by their religion (B1).</p> <ul style="list-style-type: none"> • Discuss their own and others' ideas about how people decide right and wrong 	<ul style="list-style-type: none"> • Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2). • Identify similarities and differences in the way festivals are celebrated within and between religions (A3). • Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).
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	events from Holy Week and Easter (A2).	actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).		
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DEARHAM SCHOOL				
KS1 AND KS2 Long Term Whole School RE Plan Continued				
YEAR	AUTUMN	SPRING	SUMMER	
Four	<i>What do people believe about God?</i>	<i>Why do people pray?</i>	<i>Why do some people think life is a journey?</i>	<i>What does it mean to be Hindu in Britain?</i>
	<ul style="list-style-type: none"> Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1). Ask questions and suggest some of their own responses to ideas about God (C1). Suggest why having a faith or belief in something can be hard (B2). Identify how and say why it makes a difference in people's lives to believe in God (B1). 	<ul style="list-style-type: none"> Describe the practise of prayer in the religions studied. A2 Make connections between what people believe about prayer and what they do when they pray. A3 Describe ways in which prayers can comfort and challenge believers. B2 Describe and comment on similarities and differences between Christians, Muslims and Hindus prayer. 	<ul style="list-style-type: none"> Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2). Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say 	<ul style="list-style-type: none"> Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and

			<p>what these rituals mean (A3).</p> <ul style="list-style-type: none">• Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2).• Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1).	<p>teachings about aims and duties in life (A1).</p> <ul style="list-style-type: none">• Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2).• Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).• Discuss links between the actions of Hindus in helping others and
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				ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).
Five	<i>Why do some people believe God exists?</i>	<i>If God is everywhere, why do we go to places of worship?</i>	<i>What does it mean to be a Muslim in Britain today?</i>	
	<ul style="list-style-type: none"> • Outline clearly a Christian understanding of what God is like, using examples and evidence (A2). • Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2). • Express thoughtful ideas about the impact of believing or not believing in God on someone's life • Present different views on why people believe in God or not, including their own ideas (C1). 	<ul style="list-style-type: none"> • Make connections between how believers feel about places of worship in different traditions (A3). • Select and describe the most important functions of a place of worship for the community (B3). • Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2). • Present ideas about the importance of people in a place of worship, rather than the place itself (C1) 	<ul style="list-style-type: none"> • Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2). • Describe and reflect on the significance of the Holy Qur'an to Muslims (B1). • Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2). • Make connections between the key functions of the mosque and the beliefs of Muslims (A1). 	
Six	<i>What matters most to Christians and humanists</i>	<i>Is it better to express your religion in arts and architecture or in charity and generosity?</i>	<i>What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)?</i>	
	<ul style="list-style-type: none"> • Describe what Christians mean about humans 	<ul style="list-style-type: none"> • Describe and make connections between 	<ul style="list-style-type: none"> • Make connections between beliefs and behaviour 	

<p>being made in the image of God and being 'fallen', giving examples (A2).</p> <ul style="list-style-type: none"> • Describe some Christian and Humanist values simply (B3). • Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied (C3). • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2). 	<p>examples of religious creativity (buildings and art) (A1).</p> <ul style="list-style-type: none"> • Show understanding of the value of sacred buildings and art (B3). • Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2). • Apply ideas about values and from scriptures to the title question (C2). 	<p>in different religions (A1).</p> <ul style="list-style-type: none"> • Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions (A1). • Outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2). • Consider similarities and differences between beliefs and behaviour in different faiths (B3).
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