



DEARHAM SCHOOL
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	Me, my family, other people	Special Times	Special Places
	<ul style="list-style-type: none"> Talk about extended families Talk about identifiable groups and discuss the rules of the group Investigate why names are special Create rules for the setting Challenge negative attitudes regarding children's identity, opinions, ideas or feelings Use EAD to explore and demonstrate identity Read and talk about different families, communities, beliefs, feelings and 	<ul style="list-style-type: none"> Explore and talk about artefacts celebrating special times in children's lives Visit a church or other celebration venue for a key celebration – what makes it a "special time?" Explore and create music, dances, stationery and decorations linked to special times Explore and discuss objects and pictures linked to celebrations and special times Read stories and poems about different festivals and celebrations 	<ul style="list-style-type: none"> Talk about and read stories and poems about special places and describe "my Special Place" Use empathy for different ideas and preferences when talking about special places Explore examples of colour, texture and art work used in places of worship – do they tell a story? Use different art resources to create responses to artefacts children have seen Visit a local place of worship Engage in role-play about special places Share images of and discuss special places from

	religions <ul style="list-style-type: none"> Look at pictures of different groups of people and ask and answer questions about them 		<ul style="list-style-type: none"> Talk about the children's own experiences of special times, such as preparing for parties and encourage them to answer how and why questions 		around the world and the children's own special places, using how and why questions	
One	<i>How did the world begin?</i>	<i>What do Some People believe God looks like?</i>	<i>What is God's job?</i>	<i>Why Should we care for the world?</i>	<i>How do we know that new babies are special?</i>	<i>Why should we care for others?</i>
	Exploring a range of creation stories in imaginative ways, children present their own ideas about creators and creation using art and language. They consider how creation stories help some people to understand what god is like.	Looking at Islamic art, Hindu avatars and images of the Christmas story, children explore how different people understand god on Earth. They consider these representations when creating their own artwork and talk about why putting ideas about god into words and pictures is challenging	Investigating the roles of god through stories and sacred texts, children look at the things god does and what this means to different people. Children imagine what they would do if they were god and retell stories from long ago using drama, props and art.	Building on their understanding of creation stories, children study religious stories about the relationship between humans and nature. They experience the Jewish festival of Tu BiShvat in the school grounds and use photographs to investigate how different people care for Earth.	Finding out about different ceremonies to welcome home a new baby through interviews, role play, videos and pictures. Children explore some of the symbolism in these ceremonies. They plan and take part in a ceremony to welcome a new cuddly toy to the class.	Listening to stories from the Christian and Muslim worldviews and considering what these stories say about caring for others and how they impact people's lives. Children recognise the different ways people can show they care, and use toy money and role play to explore charitable giving.
Two	<i>Why do we need to give thanks?</i>	<i>What do candles mean to people?</i>	<i>How do we know some people were chosen in early life?</i>	<i>What is a prophet?</i>	<i>How do some people talk to God?</i>	<i>Where do some people talk to God?</i>
	Using a range of sources including survey data, children learn the beliefs	Children investigate the many ways in which light is used in religious and	Building on their learning about how people view god on earth, children hear	Asking questions about the stories they read, children find out more about the prophets	Thinking about the importance of communication in relationships, children	Building on their learning about prayer and worship, children look at buildings within their local area and

	around using offerings to show gratitude. They get hands on with artefacts used during puja and write their own lyrics for a song of thanks.	worldview contexts. Children explore different festivals through artwork and stories, focusing on the way candles. They use natural resources to create advent wreaths and explore different hanukiah to develop their understanding of the symbolism of candles during Hanukkah.	stories from different perspectives about significant religious people's early life. They use drama and art to bring these stories to life and understand the symbolism within them.	Noah, Jonah, Moses, Muhammad and Guru Nanak. They take on the role of others when using hot seating and talk about things that puzzle them.	look at the different ways people pray and why they think this is important. Exploring the objects that some people use during prayer and expressing their ideas about worship through art.	beyond. Through investigating they find out what the features of the buildings might show about people's beliefs about god. Children design their own place of worship based on their learning
Three	<i>What makes us human?</i>	<i>Where do we get our morals from?</i>	<i>Are scriptures central to religion?</i>	<i>What happens if we do wrong?</i>	<i>Why is water symbolic?</i>	<i>Why is fire used ceremonially?</i>
	Exploring ideas about spirituality, inner self and the soul, children interpret and use art to express beliefs about the soul and inner self and design a book cover and blurb for a book called 'What makes us human?'	Reflecting on why people make choices about how to live a good life, children consider their own view on what is right and wrong, just and fair. They investigate how some Jewish people maybe use a tallit to help them remember guidance and explore objects that others may use in a similar way. Children write their own moral code inspired by what	Building on their learning about guidance in religious texts, children investigate how scripture is used and treated by different people. Using virtual or real-life visits to places of worship, they act as detectives to find evidence of place of scripture.	Making connections between their previous learning about the role of god and moral guidance, children explore the meaning of consequences to different people. They design and play snakes and ladders style games based on learning beliefs about reincarnation.	Looking at the many ways water is used in rituals and ceremonies, children will experience the symbolic use of water and learn about the historical connections water has in some religions. From this, they create poetry to express ideas about the symbolism of water.	Continuing to look at symbolism, children explore the use of fire in many ceremonies and as a symbol of remembrance. They design an eternal flame to commemorate a particular person or event and create artwork inspired by the symbolic use of fire.

		they have learnt in this unit.				
Four	<i>Are all religions equal?</i>	<i>How can books also be teachers?</i>	<i>Just how important are our beliefs?</i>	<i>Who was Jesus?</i>	<i>Why is the Bible the best-selling book of all time?</i>	<i>Does the language of scripture matter?</i>
	Exploring the origins of some religions, children explore geographical and historical links and connections between some religions. They investigate Sikh and Bahá'í beliefs and practices that reflect unity and equality to plan a promotional video, poster or slide show for World Religion Day.	Building on enquiry about the place of scripture in year 3, children look at different ways scriptures are used and what this shows about attitudes towards the authors and origins. They read religious and non-religious stories and design a room for the Guru Granth Sahib .	Finding out from first-hand accounts how people show commitment to their beliefs, children ask questions about why belonging to a religion may be challenging. They carry out a survey and use a priorities pie chart to evaluate what is most important to different people.	Investigating texts, children find out about the historical figure of Jesus and consider his place in Jewish, Christian and Muslim teaching and how he is seen by different communities. They will find out more about the social and religious context that Jesus lived in and how this affected the way his actions were viewed at the time.	Using maps and historical learning, children see how Christianity spread across the world. They look at the different types of writing within the bible and when it was written. They find out about how some Christians use their bibles and design a cover for their bible which reflects their beliefs.	Building on learning about the importance and place of scripture, children find out about the different languages scriptures are used in and what this reveals about different beliefs. They try their hands at Islamic calligraphy and retell the story of Martin Luther in a comic strip.
Five	<i>Why do people have to stand up for what they believe in?</i>	<i>Why doesn't Christianity always look the same?</i>	<i>What happens when we die? (part 1)</i>	<i>What happens when we die? (part 2)</i>	<i>Who should get to be in charge?</i>	<i>Why are some places in the world significant to believers?</i>
	Thinking about religious freedom, children use historical and modern-day examples of people, such as Guy Fawkes, who have fought for their beliefs. They use debate and critical analysis activities to	Thinking first as Geographers and Historians, children explore the spread of Christian people across the world. Through looking at artwork, musical expressions, case studies and first hand accounts,	Interpreting different sources of wisdom and beliefs about what happens when we die, children find out what different people from Abrahamic and non-religious perspectives do to mark someone's death. They explore	Continuing to investigate concepts relating to death, children learn the meaning of reincarnation and karma and compare these ideas with those studied in part 1. They reflect on their own	Exploring the different ways religious leadership and authority are determined, children find out what happens when people don't agree. They examine evidence, use debating techniques and develop their knowledge of democracy, bloodline	Using maps, pictures and texts, children investigate why some places are significant to some religions. They explore why this has sometimes caused wars and what places can tell us about beliefs and culture. Acting as historians, they use

	discuss controversial issues	children will investigate why, when their key beliefs are the same, the way Christians worship, pray and act looks so different in the UK and across the world. They will create speeches and breaking news articles as people from the past	how this is linked with beliefs about the afterlife through scripture and write songs that reflect their learning.	ideas about life after death and why they hold these beliefs. To conclude their learning, they collaborate to create a visual representation of their views on death, incorporating their own beliefs and those of different worldviews.	and being 'chosen' to think critically about the issues raised.	virtual visits to explore primary sources and what these can tell us about the past.
Six	<i>Why does religion look different around the world? (Part 1)</i>	<i>Why does religion look different around the world? (part 2)</i>	<i>Why is it better to be there in person?</i>	<i>Why is there suffering? (part 1)</i>	<i>Why is there suffering? (Part 2)</i>	<i>What place does religion have in our world today?</i>
	Building on comparisons about the origins of the Abrahamic religions, children discover how some religious practices are observed. They consider how culture, tradition, migration and interpretation can affect how someone practices their religion.	Building on their learning in part 1, children will consider how interpretation can lead to changes in the way people practice their religion and worldview. They consider the influence of culture, obligation and tradition on how religion looks in different places and challenge their own perceptions. After comparing different Buddhist lifestyles, they write their own	Thinking back to learning about prayer and worship, children find out about religious and non religious pilgrimages and why going to a particular place is so important to some people. They investigate the challenges and benefits of pilgrimage experiences and whether, in a globally connected world it is better to go on pilgrimage in person or virtually and plan a	Discussing suffering, sin and free will, children find out what people from different worldviews think about this challenging question. Looking at stories and analysing texts, they explore why some people turn to God in times of suffering whereas others take it as evidence that god does not exist. The children will write in different religious viewpoints to offer advice to	Developing their understanding of suffering, children look at alternative ideas about and responses to suffering through texts and interviews. They look at accounts of people responding to the suffering of others and how their reaction is influenced by their worldview.	Reflecting on all their learning in Religions and worldviews, children use a range of sources and skills to investigate the enquiry questions. Working in small groups or individually, they present their ideas and evidence to the class.

		diary entry from the point of view of a Buddhist child.	special trip considering different people's needs.	someone experiencing a difficult time.		
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