

# Long Term Plan – Religious Education Cycle 1

RE – Cycle 1 – All planning based upon Kirklees Agreed Syllabus

	Autumn		Spring		Summer	
	1	2	1	2	1	2
Nursery	RE in nursery is embedded within wider topics					
Reception	RE is embedded within wider topics in reception class					
Class 1	<p><b>Who brought messages about God and what did they say?</b></p> <p>To be able name some of the early figures in the Old Testament To retell and suggest meanings for stories about the birth of Jesus Make links between the old testament stories and the way Christians behave</p>	<p><b>What is Christmas – Gifts and Giving (Twinkl)</b></p> <p>To know that many Christians give gifts and Christmas To explain the difference between giving and receiving gifts To understand how gift giving today relates to the first gifts given to Jesus – what these were and why they were important To understand what a nativity is</p>	<p><b>Which books &amp; stories are special?</b></p> <p>To talk about books which are special to individuals and which books are special to different religions (Christianity &amp; Islam) To understand how some books are special within a religion and how they are treated To know the story of “The Good Samaritan” and “The Prophet Mohammed and the Camel”</p>	<p><b>How and why do we celebrate special events?</b></p> <p>To know &amp; name some celebrations and how these are celebrated eg Harvest festival (Christians), Eid (Muslims) and birthdays (secular) To know how marriage is celebrated by Christians and Muslims Explain own experiences/ feelings connected to a variety of celebrations</p>	<p><b>How and why do we care for others?</b></p> <p>To recall and talk about some religious stories eg “The Lost Son” (Christianity) and “Seven New Kittens” (Islam) To be able to respond to questions about stories To give ideas of how to care for others and identify those that they care about To understand the concept of charity</p>	<p><b>What does it mean to belong to a church or a mosque?</b></p> <p>To talk about places of worship eg Church and mosque To know what happens in places of worship ordinarily and on special occasions To notice and talk about objects and symbols in places of worship</p>
Class 2	<p><b>How is new life welcomed?</b></p> <p>To find out and talk about different ways of welcoming new life To recognise similarities and differences in welcoming ceremonies for welcoming new babies To respond sensitively to the feelings and beliefs of Christians and Muslims To ask and respond to questions about belonging</p>	<p><b>Light and Dark (Twinkl)</b></p> <p>To understand that Advent is the count down to Christmas To know why is light important at Christmas To know the story of Rama and Sita (Hindus and Divali) To know why light is important to Jewish people at Hanukkah (Judaism)</p>	<p><b>How can we make good choices?</b></p> <p>To know why we have rules in life – specific to self and those in the immediate and wider communities Know 10 commandments To know the five pillars of Islam To hear and retell three moral stories eg “The Emperor and the Seed” (Islam), “Androcles and the Lion” (Aesop’s Fable) and a Christian story eg “The Good Samaritan”</p>	<p><b>How and why do people pray?</b></p> <p>To know how Christians and Muslims Pray To know some artefacts relating to prayer To recognise similarities and difference between the ways Christians and Muslims pray To begin to express their own ideas about the meaning of prayer</p>	<p><b>How can we look after our planet?</b></p> <p>To know that different people and religions have different beliefs about creation To know the Christian story of creation To know how our actions impact on the wider world eg recycle To explore common moral dilemmas eg is it wrong is a starving child steals a loaf of bread?</p>	<p><b>What did Jesus teach and how did he live?</b></p> <p>To know how Jesus lived his life To know how Jesus life ended To know significant stories from the bible “Feeding of the 5000”, “The Prodigal Son”, “The healing of the blind man” and how these exemplify Jesus life and actions To know who the 12 disciples were and how they related to Jesus</p>

## Long Term Plan – Religious Education Cycle 1

Class 3-4	<p style="text-align: center;"><b>Autumn 1 &amp; 2 Abraham and Moses – unit 3.1</b></p> <p>To retell some Jewish stories and know their importance To discover how Jews express their faith through rituals and actions To express ideas about rituals and practices which demonstrate belonging to a community</p>	<p style="text-align: center;"><b>Autumn 2 The Nativity Story (Twinkl)</b></p> <p>To be able to explain who Mary &amp; Joseph were; the journey the went on to Bethlehem and where and why Jesus was born there To explain the significance of the shepherds and the wise men</p>	<p style="text-align: center;"><b>Spring 1 and Spring 2 What is spirituality – unit 3.2</b></p> <p>To observe and respond thoughtfully to the ways beliefs and spirituality are expressed through various art forms To express their beliefs and values through creating a piece of expressive art Focus – <b>Christianity (visual art) and Sikhism (music)</b> but to include Islam and Judaism</p>	<p style="text-align: center;"><b>Spring 2 Good Friday (Twinkl)</b></p> <p>To recall the Easter story To know the importance of Jesus' words at the last supper To explain how prayer relates to Good Friday To know why the cross is important to Christians To know why Easter eggs are given</p>	<p style="text-align: center;"><b>Summer 1 &amp; Summer 2 Christian Stories – units 3.3 &amp; 3.4 (Focus Christianity &amp; Judaism)</b></p> <p>To be able to retell some well known parables and teachings of Jesus and consider their meaning* Observe and consider how the bible influences Christians in the way they live Respond thoughtfully and express ideas about right and wrong To relate the stories and teachings of Jesus to life for modern day Christians To understand why the bible is an important book to Christians To understand the Christian rules * Noah – keeping promises; Feeding of the 5000 – caring for others; The Good Samaritan – love your neighbour; the Prodigal Son – forgive one another Consider, compare and respond to creation stories from <b>Christianity, Judaism, Sikhism</b> and Islam</p>	
Class 4-5	<p style="text-align: center;"><b>How are important events remembered in ceremonies 4.1</b></p> <p>To describe the different festivals and make links between them Explain and give reasons for the celebration of each festival To express ideas and opinions about what light represents Focus <b>Hanukkah &amp; Guru Hargobind</b></p>	<p style="text-align: center;"><b>What faiths are shared in our country? 4.2</b></p> <p>To explore and describe ways beliefs and values are expressed through symbols and actions To understand how we show belonging To know how belonging to a community can be valuable and also challenging Focus <b>Christianity &amp; Judasim</b></p>	<p style="text-align: center;"><b>How do the 5 pillars guide Muslims in life? 4.3</b></p> <p>To describe and explain the key teachings of Islam and explain the different ways in which these are interpreted To understand and describe how Muslim beliefs impact in a variety of ways on the lives and decisions of believers To know and explain how the pilgrimage of Haj can affect a Muslim's life</p>	<p style="text-align: center;"><b>Why are Gurus at the heart of Sikh belief and practice? 4.4</b></p> <p>To give examples of Sikh beliefs and stories about the gurus To have an understanding of Sikh beliefs and practices relating to the Guru Granth Sahib To explain and give reasons to Sikh values</p>	<p style="text-align: center;"><b>Why are some places and journeys special? 5.1</b></p> <p>To know that many religions request their members make a religious pilgrimage Identify and explain some of the special paces and journeys Suggest reasons why special journeys and places inspire people Investigate the process of making a pilgrimage and the challenges this may present Focus – <b>Judaism &amp; Christianity</b></p>	<p style="text-align: center;"><b>What values are shown in codes for living? 5.2</b></p> <p>Make connections between morals and values found within religions and every day life Identify and explain similarities between humanist and Muslim values Investigate and evaluate values and how people choose to live their lives Focus – <b>Islam and non-religious belief systems (humanism)</b></p>

## Long Term Plan – Religious Education Cycle 1

<p>Class 5-6</p>	<p><b>Should we forgive others? 5.3</b>          To show understanding that some people may feel sorry          Respond with own ideas about why confession may be important to Christians          Show understanding of why it may be hard to make up or apologise in a conflict          Describe how some modern individuals have faced the challenge of forgiveness</p>	<p><b>What do Christians believe about old and new covenants? 5.4</b>          Reflect on how Christianity is one of the Abrahamic faiths along with Judaism and Islam, considering some similarities and differences between these world faiths.          Explore the narratives about Moses, the Ten Commandments, the Kingdom, including David, and Jesus making connections between stories and the idea of a covenant between God and the people.          Reflect on and find meanings in different titles used by and of Jesus, such as Son of Man, incarnate, Servant, Rabbi, Messiah, Christ, 'I am' statements.</p>	<p><b>How do Sikhs show commitment? 6.1</b>          Summarise some features of Sikh practice (e.g. sewa, prayer) in the home and in the community          Using a developing religious vocabulary, explain and give reasons for some Sikh beliefs and symbols (e.g. Khanda, 5Ks) considering the meanings behind them          Discuss and apply ideas about Sikh practices and beliefs, recognising the challenges and value of belonging to the Sikh community</p>	<p><b>What do Christians believe about Jesus' death and resurrection? 6.2</b>          Explore and summarise how Christians understand the significance of Jesus' death and resurrection, considering narratives from the Gospels.          Express understanding and ask questions about how Jesus' death is seen as a sacrifice, as a way of forgiveness and salvation. Show understanding of these terms and weigh up what they mean for Christians today.          Explain how festivals and seasons are celebrated, including Ascension and Pentecost.</p>	<p><b>How do Jews remember Kings and prophets in worship and life? 6.4</b>          Describe and express ideas about festivals and how and why they are commemorated.          Give a considered response to how Jewish people follow the commandments set out in the Torah          Summarise key beliefs for Jews including Shema and Tikkun Olam and describe how these affect lives today.</p>	<p><b>How does growing up bring responsibilities and commitments? 6.3</b>          Describe and understand the rights and responsibilities that come with growing up          Explore and describe rites of passage, comparing a range of religious and secular approaches, responding with insights about the importance of these ceremonies          Reflect on their own beliefs, principles and values reasonably</p>
------------------	--	---	--	---	--	---