

RE LONGTERM PLAN

Writing			
Nursery	<b>End points</b> <ul style="list-style-type: none"> <li>• Develop their sense of responsibility and membership of a community.</li> <li>• Continue to develop positive attitudes about the differences between people.</li> <li>• See themselves as a valuable individual.</li> <li>• Think about the perspectives of others.</li> </ul>		
	Suggested Themes- Autumn	Suggested Themes- Spring	Suggested Themes- Summer
	Routines, All about me/ Birthdays/ Autumn/ Halloween/Diwali/Bonfire night/Christmas/ Winter.  Learning outcomes: Celebrate different festivals - through story, videos, making and eating festival food. Starting to talk about the different ways in which people believe and behave. Exploring religious artefacts	Valentine’s day, winter, Chinese New Year - Tasting Chinese Food / Pancakes Spring/Farms/Traditional Tales/ Eid/ Easter/ Mother’s Day/ Hatching chicks.  Learning outcomes: Celebrate different festivals - through story, videos, making and eating festival food. Starting to talk about the different ways in which people believe and behave. Exploring suitable religious artefacts	Growing / Eid /Growing butterflies/ Minibeasts/ Summer.  Learning outcomes: Celebrate different festivals - through story, videos, making and eating festival food. Starting to talk about the different ways in which people believe and behave. Children develop a caring and responsible attitude to living things
Reception	<b>End points</b> <ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> <li>• Understand that some places are special to members of their community.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• Show sensitivity to their own and others’ needs.</li> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• 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.</li> </ul>		
	Suggested Themes/NC- Autumn	Suggested Themes/NC- Spring	Suggested Themes/NC- Summer
	<b>Theme:</b> Settling in / Us /Autumn/ Festivals/Nocturnal/Where in the world. <b>Texts:</b> Ruby’s Worries’, The Colour Monster, Leaf Man, Brown Bear Brown Bear What Do You See?, Goldilocks and the 3 Bears, The Gingerbread Man, Hickory Dickory Dock, Owl Babies, The Story of Rita and Sita, Winnie the Witch, Peppa Pig and The Lost Christmas List, Room on the Broom  Learning Outcomes: <ul style="list-style-type: none"> <li>• Discuss the different countries and cultures – Invite parents to come in and give a talk about the country/culture / food.</li> <li>• Celebrate the different festivals that are occurring this term (Halloween/Harvest/Diwali/Eid/Christmas/Bonfire Night).</li> </ul>	<b>Theme:</b> Winter/Festivals/bears /growing/planting.  <b>Texts:</b> The Great Race, The 3 Billy Goats Gruff, The Legend of Nian, We’re Going on a Bear Hunt, The Polar Bear and the Snow Cloud, Humpty Dumpty, Jack and Jill, The 3 Little Pigs, Jaspers Beanstalk, Mr Wolf’s Pancakes, Mabel’s Magical Garden, What The Ladybird Heard, The Easter story.  Learning Outcomes: <ul style="list-style-type: none"> <li>• Celebrate the different festivals that happen this term.</li> <li>• Name different feelings and start to understand the differences between them.</li> <li>• To know what to do if your needs are not met instantly (calm techniques / other ways to deal with it /how to deal with your emotions).</li> <li>• Comparison of a farm to city</li> </ul>	<b>Theme:</b> Traditional Stories/Festivals /Transition/Minibeasts.  <b>Texts:</b> Little Red Riding Hood, Incy Wincy Spider, Grand Old Duke of York, The Hungary Caterpillar, Spinderella, Superworm, Supertato, Life Cycle of a Butterfly, Mad about Minibeasts.  Learning Outcomes: <ul style="list-style-type: none"> <li>• Continue to celebrate the different festivals that happen in the summer term.</li> <li>• Where have you been on a summer holiday? Did you go to another country? Was it different to where we live?</li> <li>• Simple map work – make your own map /pirates /school/classroom.</li> <li>• Compare the beach to where we live in the city.</li> </ul>
<b>KS1</b>			
Conditions for learning (CL): Open mindedness, curiosity, oracy, collaboration, group/partner work and class discussions. Learning for Social Mobility (LSM): Understanding that religion is central to many people’s day to day lives and shapes their responses; understanding that whilst people may not share the same religion there may be some things they have in common; understand that differences in religion and choices people make as a consequence can divide people Learning for Spirituality (LS): Feeling that something is holy; recognising that holiness can be inspired by religion/religious experiences; belief in the divine, other worldliness; heightened awareness of something other/beyond our comprehension as mere mortals; joy and enrapturement in the presence of God or something god-like or the opposite to that; belief in the omnipotence of God, belief in heaven; belief in humanity.			

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Learning for morality/character/values (LMCV): How to manage emotions, empathy, reflection, learning about responsibility for others and thinking about what is right and wrong; respecting that people don't have to have a religion and/or may not share theirs and yet can live a moral/principled life; knowing that there can be moral dilemmas in life; valuing truth (respecting other people's truths too); sense of fairness and caring about the way justice is enacted by people.  
 Learning for Knowledge acquisition (LKA): Key stories from religious texts; ways of life of followers of religion; how festivals are celebrated, by whom and why; awareness of significant figures and how they have cared for society/their community.  
 Learning for Language (LL): Vocabulary is taught through reading and clarifying words e.g. Samaritan, gospel, Judaism, Torah, Shabbat, Christianity, friendship, caring, goodness, forgiving, generosity and kindness etc

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Christianity and Judaism</b>	Theme/ Concept (NC)	Theme/ Concept (NC)	<b>Theme: Rags to Riches</b>		<b>Theme: From the city to the seaside</b>	
	<p><b>Autumn 1 Theme:</b> Think Big  <b>Autumn 2 Theme:</b> Into the Woods</p> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>Caring and being cared for: How does it feel? How do we show we care? Being a good Samaritan (Bible scriptures: Luke 10) Helping a neighbour Giving time - Why 'Keeping the Sabbath holy' is important to Jewish people as is 'The Lord's day' for Christians. Giving money – Understanding charities and the philanthropic aspect of religious life, teachings and commandments</li> <li>Who celebrates what and why? Rosh Hashanah and Yom Kippur Sukkot Hanukkah</li> </ul> <p>All Souls Day and All Saints Day (link to Hallowe'en) Advent and Christmas</p>		<p><b>Spring Theme:</b> Rags to Riches</p> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>Who celebrates what and why? (continued) The Easter Story– understand that Jesus was born into a Jewish family and there was no such thing as Christians until after his death.</li> </ul> <p>Passover,</p> <p>Ash Wednesday (link to Pancake Tuesday) and Lent, Palm Sunday, Good Friday and Easter Sunday Ascension Day</p>		<p><b>Summer Theme:</b> From the city to the seaside</p> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>Where do I belong? What do I believe? Identity and sense of belonging to a community - family, religion, school, club, nation(s), gender etc</li> <li>Who celebrates what and why? (continued) St George's Day – patron saint of England</li> <li>What makes some places special? (continued in Y2) What is a synagogue? Who goes there and when? What do they do there?</li> </ul>	

### Underpinning g subject context Yr2

Conditions for learning (CL): Oracy, collaboration, group/partner work and class discussions.  
 Learning for Social Mobility (LSM): Developing an understanding of the importance of religious symbols and objects that are considered holy. Understanding the importance of the symbol 'aum' first sound in the universe for Hindus, religious stories Lakshmi, religious festivals – Full moon during the month of Shravan. Rama and Sita story.  
 Learning for Spirituality (LS): Reflecting on their own beliefs of what is considered holy and where they belong within communities and their life  
 Learning for morality/character/values (LMCV): Exploring belong – Link to Medway Values (Different groups we belong to and what we learn within that group), the importance of love, care and respect (Raksa Bandhan). Respecting different cultures and religions. Morality – Rama and Sita (Hanuman).  
 Learning for Knowledge acquisition (LKA): Recalling and discussing the importance of religious objects, learning about sacred items within Hinduism, understanding the importance of moral principles within Hinduism e.g. love, care and respect.  
 Learning for Language (LL): iPads, Expert packs, clarifying and discussing words and phrases through oracy. E.g. Lotus flower, mandir, prayer beads, aum symbol, murti and diva etc.

Year 2 Christianity and Hinduism	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Theme: From Bugs to Beasts!</b>		<b>Theme: Food of the Gods</b>		<b>Theme: The Greatest Show</b>	
	<p><b>Texts:</b> The Very Hungry Caterpillar by Eric Carle The Bog Baby by Jeanne Willis and Gwen Millward</p> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>Exploring the theme of belonging (Why do we belong to different groups). Link to Medway Values - Belonging.</li> </ul>	<p><b>Texts:</b> Gorilla by Anthony Browne The Spider and the Fly by Tony DiTerlizzi Zerraffa Giraffa by Dianne Hofmeyr and Jane Ray</p> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>Know some of the ways in which Hindus show worship.</li> </ul>	<p><b>Texts:</b> The Glassmaker's Daughter by Angela McAllister Chocolate: from bean to bar. by Anita Ganeri A chocolate bar by Sarah Ridley Expert pack about the manufacturing of chocolate Chocolate: A sweet history by Sandra Markle Ideas box: Chocolate by Jillian Powell</p> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>Showing awareness of a religious festival: Raksha Bandhan</li> </ul>	<p><b>Texts:</b> Charlie and the Chocolate Factory by Roald Dahl Chocolate by Liz Gogerly Fairtrade by Jillian Powell</p> <p><b>Concept:</b></p> <ul style="list-style-type: none"> <li>Identifying and understanding the importance of features inside a church</li> <li>Show that they have begun to be aware of</li> </ul>	<p><b>Texts:</b> Ahmed and the Feather Girl by Jane Ray Peter Spier's 'Circus!' Expert pack about the history of the circus The Story of Noah through various versions including: Too Tired/Sleepy Sloth/Mrs Noah's Pockets by Jackie Morris</p> <p><b>Concept:</b></p> <ul style="list-style-type: none"> <li>Understanding why some symbols are important to Christians</li> </ul>	<p><b>Texts:</b> Leon and the Place Between</p> <p><b>Concept:</b></p> <ul style="list-style-type: none"> <li>Show that they have begun to be aware of festivals of some principal religions-Eid</li> </ul>

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	<ul style="list-style-type: none"> <li>Understand what is meant by holy.</li> <li>Exploring the meaning of holy within Hinduism (Continue to develop understanding of belonging within religious groups).</li> </ul>	<ul style="list-style-type: none"> <li>Show that they have begun to be aware of festivals of some principal religions</li> <li>Understanding a significant Hindu story: The story of Rama and Sita.</li> <li>Identifying how a significant Hindu festival (Diwali) is celebrated.</li> <li>Know some of the ways in which Hindus show worship.</li> </ul>		festivals of some principal religions-Easter		
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KS2

**Underpinning subject context Yr3**

Conditions for learning (CL): Oracy, collaboration, group/partner work and whole class discussions.

Learning for Social Mobility (LSM): Artefacts, holy scriptures, religious stories and RE trips to places of worship.

Learning for Spirituality (LS): Discussing and reflecting on pupils' own beliefs. Y3 currently working on spirituality

Learning for Knowledge acquisition (LKA): Jesus as an inspirational leader, how Christians have been influenced by Jesus, exploring Buddhism and the environment.

Learning for Language (LL): iPads, dictionaries and expert packs used in the classroom, the Bible.

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Christianity and Buddahism</b>						
	<p>Theme/ Concept (NC)</p> <p><b>Theme:</b> Stone age to Iron Age <b>Text:</b> Black Dog the Tear Thief <b>Concepts:</b></p> <ul style="list-style-type: none"> <li>Knowing what made Jesus an inspirational leader to Christians.</li> <li>Learning how Christians have been influenced by Jesus.</li> <li>Judaism: what are the important Jewish Festivals ?</li> </ul>	<p>Theme/ Concept (NC)</p> <p><b>Theme:</b> Our Community: Highfields <b>Text:</b> Alice in Wonderland <b>Concepts:</b></p> <ul style="list-style-type: none"> <li>How do we make Highfields an inclusive community for all?</li> <li>Understanding the impact that religious beliefs can have on a person's actions (Judaism &amp; Christianity).</li> <li>Considering my own beliefs and how they impact upon my life.</li> </ul>	<p>Theme/ Concept (NC)</p> <p>Theme: Latin and Londinium Text: Escape from Pompeii Concepts:</p> <ul style="list-style-type: none"> <li>Identifying key beliefs of religious traditions studied (Catholicism in Rome).</li> <li>Knowing the main events in the lives of sig. religious figures.</li> <li>Describing how and why sacred texts are important to believers.</li> </ul>	<p>Theme/ Concept (NC)</p> <p><b>Theme:</b> Environment: World in Danger <b>Text:</b> Escape from Pompeii <b>Concepts:</b></p> <ul style="list-style-type: none"> <li>What do world religions teach about custodianship of the Earth?</li> <li>What are my own beliefs about our responsibility to the planet?</li> <li>Can religions help make our world a healthier and safer place to live for everyone?</li> </ul>	<p>Theme/ Concept (NC)</p> <p><b>Theme:</b> Navigating Our World <b>Text:</b> Treasure Island <b>Concepts:</b></p> <ul style="list-style-type: none"> <li>How can religion help us find out way through uncharted waters?</li> <li>What guides you?</li> </ul>	<p>Theme/ Concept (NC)</p> <p><b>Theme:</b> Medieval Leicester <b>Text:</b> King Arthur <b>Concepts:</b></p> <ul style="list-style-type: none"> <li>Values: What matters most? (Link to the values of King Arthur's knights)</li> </ul>

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		<ul style="list-style-type: none"> <li>Identifying key beliefs of religious traditions studied (Catholicism in Rome).</li> <li>Knowing the main events in the lives of sig. religious figures.</li> <li>Describing how and why sacred texts are important to believers.</li> </ul> <p>PLANNING IS BEING ADAPTED.</p>				
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**Underpinning subject context Yr4**

Conditions for learning (CL): Collaboration, oracy, partner/group work, class discussions and debates.

Learning for Social Mobility (LSM): Artefacts, RE trips (Church), Bible and Islamic scriptures,

Learning for Spirituality (LS): Discussing about their own belonging through religion, community and identity.

Learning for morality/character/values (LMCV): Understanding the importance of right and wrong and the beliefs that are shared in Islam and Christianity (five pillars and the ten commandments).

Learning for Knowledge acquisition (LKA): Recalling core beliefs of Christianity and Islam. Referring back to the teachings to answer questions such as ‘how is new life welcomed into the world?’

Learning for Language (LL): iPads, bible and Islamic scriptures, expert packs of religious sources and interpreting/discussing information.

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Theme/ Concept (NC)</p> <p><b>Theme:</b> Anglo-Saxons and Vikings  <b>Text:</b> Sir Gawain and The Green Knight  <b>Concept:</b></p> <ul style="list-style-type: none"> <li>Explore and describe a range of beliefs, symbols and actions in Christianity.</li> <li>Feasts, fasts and festivals (Christian)</li> </ul>	<p>Theme/ Concept (NC)</p> <p><b>Theme:</b> Ancient Greece  <b>Text:</b> The Iliad  <b>Concept:</b></p> <ul style="list-style-type: none"> <li>Understanding key concepts: religious beliefs about death.</li> <li>Ceremonies to mark the end of life on Earth.</li> <li>The Art of the Afterlife.</li> <li>Exploring my own beliefs.</li> </ul>	<p>Theme/ Concept (NC)</p> <p><b>Theme:</b> Antarctica  <b>Text:</b> Shackleton’s Journey  <b>Concept:</b></p> <p>What does light mean? What does dark mean?</p> <ul style="list-style-type: none"> <li>Describe the meaning of some religious signs and symbols.</li> <li>Describe the different ways in which religious people use and Explain the symbolism of food, clothing, music, ritual objects and Behaviour</li> <li>Express a range of views about their own spiritual ideas, Experiences and questions.</li> <li>Understand the meanings of some festivals and their significance For believers.</li> <li>Understand how religious meaning is expressed through different Types of language and art.</li> </ul>	<p>Theme/ Concept (NC)</p> <p><b>Theme:</b> The Age of Enlightenment  <b>Text:</b> Frankenstein’s Monster  <b>Concept:</b></p> <ul style="list-style-type: none"> <li>How is new life welcomed into the world? (Identifying symbols of belonging).</li> <li>How is new life welcomed into the world? (Expressing feelings of belonging).</li> <li>How is new life welcomed into the world? (What happens at a baptism, an aqiqah and a Naam Karan?).</li> <li>How is new life welcomed into the world? (Why is belonging important?).</li> </ul>	<p>Theme/ Concept (NC)</p> <p><b>Theme:</b> Ancient Baghdad  <b>Text:</b> The Breadwinner  <b>Concept:</b></p> <ul style="list-style-type: none"> <li>[Pillars of Islam] Describe different features of Islamic religion including rituals.</li> <li>Describe different features of Islamic religion including worship and pilgrimage.</li> <li>Make connections between different features of Islamic and Greek religion including worship, pilgrimages and rituals.</li> </ul>	<p>Theme/ Concept (NC)</p> <p><b>Theme:</b> Islamic Golden Age  <b>Text:</b>  <b>Concept:</b></p> <ul style="list-style-type: none"> <li>Interconnectedness between religions- Abrahamic and non-Abrahamic</li> <li>Differences in religious traditions; approaches to and beliefs about music in Islam</li> <li>Spirituality through music</li> </ul>

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<p><b>Underpinning subject context Yr5</b></p> <p>Conditions for learning (CL): Oracy, collaboration, reading with prosody, group work, collaboration and whole class discussions.                      Learning for Social Mobility (LSM): Artefacts, holy scriptures, RE trips (understanding places of worship).                      Learning for Spirituality (LS): Justifying opinions of their own morality and the challenges that they may face, reflecting on their own religious values and how they put this into practice (in their everyday lives) and exploring their own beliefs of spirituality and how this is not always associated with religion (it can also be discovered through experiences).                      Learning for morality/character/values (LMCV): Exploring morality within the context of Richard III, exploring the importance of right and wrong and how this can be difficult during challenging situations and interpreting Sikh and Christian values and how they implement their values into their everyday lives.</p>					
Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 and 2
	Theme/ Concept (NC)	Theme/ Concept (NC)	Theme/ Concept (NC)	Theme/ Concept (NC)	Theme/ Concept (NC)
	<p><b>Theme:</b> N/A  <b>Text:</b> Floodland  <b>Concept:</b></p> <ul style="list-style-type: none"> <li>Exploring why pilgrimages can be seen as a religious and non-religious experience.</li> <li>Understanding how spirituality can be experienced on a UK pilgrimage.</li> </ul>	<p><b>Theme:</b> N/A  <b>Text:</b> The Odyssey  <b>Concept:</b></p> <ul style="list-style-type: none"> <li>Understanding how a Sikh's values impact their way of life.</li> <li>Exploring how religious or personal commitments and challenges impact our values.</li> </ul>	<p><b>Theme:</b> N/A  <b>Text:</b> Richard III  <b>Concept:</b></p> <ul style="list-style-type: none"> <li>Considering whether actions are considered moral or immoral acts.</li> </ul>	<p><b>Theme:</b> N/A  <b>Text:</b> The Tempest  <b>Concept:</b></p> <ul style="list-style-type: none"> <li>Exploring different Christian group beliefs and how they contributed the local economy during the first railway.</li> </ul>	<p><b>Theme:</b> N/A  <b>Text:</b> Book to be changed for the summer term.  <b>Concept:</b></p> <ul style="list-style-type: none"> <li>Exploring the Christian and Sikh beliefs on Justice.</li> </ul>
<p><b>Underpinning subject context Yr6</b></p> <p>Conditions for learning (CL): Oracy, collaboration, reading with prosody, group work, collaboration and whole class discussions.                      Learning for Social Mobility (LSM): Holy scriptures, artefacts, RE trips and different religious texts.                      Learning for Spirituality (LS): Discussing their own views of what religion teaches them about right and wrong. Reflecting on what is a hero and how religious figures might be considered as significant as a potential hero. Children begin to question religious beliefs.                      Learning for morality/character/values (LMCV): Understanding and recognising how religion can impact an individual's character and morality. Exploring the importance of right and wrong in the teaching of conflict from a Sikh, Christian and Islamic perspective. Children explore conflict and the importance of how it is difficult to always follow religious values during testing times.                      Learning for Knowledge acquisition (LKA): In Year 6, children begin to critique and compare different religions within a context such as conflict, morality, the environment and different societies.                      Learning for Language (LL): iPads and expert packs are used to clarify language to help pupils understand the meaning of particular vocabulary.</p>					
Year 6	Autumn	Spring	Summer	Transition	
	Theme: Victorian England	Theme: British Empire	Theme: Nature	Theme: Imitation vs invention	
<b>Christianity and a variety of religions</b>	<p><b>Text:</b> Great Expectation                      Writing text type: Wills/ Biography/ Instructional writing  <b>Concept:</b></p> <ul style="list-style-type: none"> <li>Exploring attitudes of religious people towards conflict.</li> <li>Exploring attitudes of religious peoples towards morality.</li> <li>Exploring attitudes of religious peoples towards abortion and same sex marriages.</li> <li>Comparing the behaviour of religious and non-religious people</li> </ul>	<p><b>Text:</b> Murder at the Mushaira  <b>Writing text type:</b> Intelligence report/Setting description  <b>Concept:</b></p> <ul style="list-style-type: none"> <li>Exploring the key concepts of the Hindu faith (Caste system).</li> <li>Understanding the role of the caste system.</li> <li>Comparing and contrasting similarities and differences between societies.</li> <li>Analysing different points of view on environmental stewardship</li> </ul>	<p><b>Text:</b> Lord of the Flies  <b>Writing text type:</b> Narrative /Persuasive letter /Psychiatric report/Leaflet  <b>Concept:</b></p> <ul style="list-style-type: none"> <li>How do religions think we should care about the world?</li> <li>Religion and Science - To consider ways in which religion and science are complimentary and divergent.</li> <li>Creation story - To explain different accounts of 'creation' or the origins of the world and understand the human need to explain the origins of the universe.</li> </ul>	<p><b>Text:</b> Dante/Beowulf  <b>Writing text type:</b> TBC  <b>Concept:</b></p> <ul style="list-style-type: none"> <li>Right and Wrong Make links between what religions teach about right and wrong and pupils' own views.</li> <li>Religious heroism – What is a hero?</li> </ul>	

