

Watlington Primary School

RE Long Term Plan

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Is Everyone Special?	What do we Celebrate?	What is a special place?	Should we celebrate Easter?	What can we learn from Stories?	How Should People Care for the World?
2023 Agreed Syllabus	<p>Communication and Language: Using stories, persona dolls, show and tell to explore how different religions are lived out in the home and their impact on family and home life.</p> <p>Literacy: Responding to stories, re-telling stories, from different religions and cultures, exploring different ways of life.</p> <p>Understanding the World: Learning about some key people from the religions through story – e.g., Jesus, Muhammad (pbuh), Moses, Guru Nanak, Buddha. Important people in the communities – e.g., Vicar, Rabbi, Imam Families in the UK, in India, and how religious celebrations are similar and different.</p> <p>Expressive Arts and Design: Using art to express what is important to them and to others. Using music, drama and art to retell stories.</p> <p>ELGs:</p> <ul style="list-style-type: none"> • 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. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps 					
Nursery 3-4 years	<ul style="list-style-type: none"> • Enjoy listening to a stories linked to festivals and religions • Begin to make sense of their own life-story and family’s history. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. • Respond to what they have heard, expressing their thoughts and feelings. • Develop their sense of responsibility and membership of a community. 					
Reception 4-5 years	<ul style="list-style-type: none"> • Ask questions to find out more and to check they understand what has been said to them. • Listen to and talk about stories to build familiarity and understanding. • Use new religious vocabulary in different contexts. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Think about the perspectives of others. • Talk about members of their immediate family and community - • Name and describe people who are familiar to them. • Understand that some places are special to members of their community • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. 					

Wider experiences	Trips	Other experiences
KS1	<ul style="list-style-type: none"> - Visit St Leonard's Church (C of E) - Visit St Edmund Campion Church (Catholic) 	<ul style="list-style-type: none"> - Mark Diwali - Mark Eid - Mark Passover <p>Invite member of Church to visit</p>
LKS2	<ul style="list-style-type: none"> - Visit synagogue / mosque 	<ul style="list-style-type: none"> - Mark Diwali - Mark Eid - Mark Passover <p>- Invite member of synagogue / mosque to visit</p>
UKS2	<ul style="list-style-type: none"> - Visit mosque / temple (Neasden?) 	<p>Musts:</p> <ul style="list-style-type: none"> - Mark Diwali - Mark Eid - Mark Passover <p>- Invite member of mosque / temple to visit</p>

Year 1 Christianity focus throughout	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2023 Agreed Syllabus core questions	CQ1. What does it mean to be me? (Who I am). I wonder, what makes me, me? Who am I important to? What do religions say about what people are like and what they should be like? What do you think the perfect person would be like? Is it possible to be perfect?	CQ8. Why do we celebrate important occasions? (Harvest and Christmas) What important times do I celebrate with my family and friends and why? What beliefs and feelings are expressed on these occasions? What makes a good celebration?	CQ3: What makes some people so important? (Important people). I wonder, who is most important to me and why? Who are the really important people in the religions and what makes them so important? Who are the important people in the different religious communities and what do they do? How can other people influence us? How do important people influence the way we behave?	CQ8. Why do we celebrate important occasions? (Easter) What important times do I celebrate with my family and friends and why? What beliefs and feelings are expressed on these occasions? What makes a good celebration?	CQ2. How important are the groups people belong to? (Christianity). What groups do I belong to and how do they make me feel? What does belonging to a group mean to the group members; why is belonging to the group important to them What do they gain from this?	CQ6: What makes some stories so important to different people? (Christianity). What stories are special to you? What makes them special? What stories are important to some religious people and why?
Agreed Syllabus Year 1 Summative Assessment	<ul style="list-style-type: none"> • Pupils can retell stories from different religions and traditions and explain what they think it teaches people. • They recognise some religious phenomena and can say what religion these are from and say something about their meaning. They can recognise that religions share things in common and have real differences. • They can talk about what is important to themselves and others and give a reason why. Pupils ask appropriate questions about the religions they explore and can give a good reason for their own and other people's beliefs and opinions. 					

Year 2 Islam Judaism Make comparisons to Christianity throughout	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2023 Agreed Syllabus core questions	<p>CQ2. How important are the groups people belong to? (Islam and Judaism).</p> <p>What does belonging to a religion mean to religious people; why is belonging to the religion important to them? What do they gain from this? How do people show they belong to a religion? I wonder, how do the groups we belong to make a difference to who we are?</p>	<p>CQ6: What makes some stories so important to different people? (Islam and Judaism).</p> <p>What message or teaching might these stories have for religious people? Are all stories true in the same way? I wonder, what can we learn from stories? How might they influence how we behave?</p>	<p>CQ4. Why are some places so important? (Important places).</p> <p>Do you have a special place that means a lot to you? How do you feel when you are in your special place? Which buildings in our local area are important – what makes them important? What buildings are important in some religions? Why? What happens there? What are the main features of these places of worship? I wonder, what do people gain from being together in a shared important place?</p>	<p>CQ8. Why do we celebrate important occasions? (Eid and Passover)</p> <p>How do some religious people celebrate their important occasions? What beliefs and feelings are expressed on these occasions? I wonder why we all have special occasions and why they are important to us?</p>	<p>CQ7. Why is it important to look after our world? (The natural world).</p> <p>What do you find ‘wonderful’ in the natural world? Why? Is it important to protect it for your children and their children? How can we do this? What do religious stories say about how the world began What do creation stories teach some religious people about looking after the world? How do the religions celebrate and show thanks for the world? What other explanations are there for how the world began? I wonder, how should we live together to look after each other and animals?</p>	<p>CQ5. What makes some things sacred to some groups of people? (Special things).</p> <p>Do you have a special object? What makes it special? How does it make you feel? What objects are important or sacred in the religions and why? How do religious people use them and treat them? What beliefs are expressed in the objects? What is it about special things that makes them so important to people? I wonder, why is it important to show respect and care for things that are important to people?</p>
Agreed Syllabus Year 2 Summative Assessment	<ul style="list-style-type: none"> • Pupils can retell stories from different religions and traditions and explain what they think it teaches people. • They recognise some religious phenomena and can say what religion these are from and say something about their meaning. They can recognise that religions share things in common and have real differences. • They can talk about what is important to themselves and others and give a reason why. Pupils ask appropriate questions about the religions they explore and can give a good reason for their own and other people’s beliefs and opinions. 					

Year 3 Christianity Islam Judaism	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2023 Agreed Syllabus core questions	CQ1. How and why do people worship? (Worship) What is most important to me in my life? (Things, people, ideas, feelings, beliefs) How do I express my feelings and beliefs about what I think is important in my life? What do religious people do in their worship? Why do they do this? Why are beliefs and attitudes important? How does worship express different beliefs about God, humans and the world?	CQ2. Are places of worship really needed? (Religious buildings) What different kinds of buildings are there in the local communities? What are they for? How do the features of these buildings help them to fulfil their purpose? What are the places of worship in the religions called and how are they used? What features are found in the different places of worship and what are they used for?	CQ3. What holds communities together? (Religion in the community) What is it like to belong to our class? Our school? What responsibilities do different people in the school have? How can belonging to a religion influence the lives of the faith communities? How do religious communities live out their beliefs and actions in the wider world?	CQ4. How do religions express their beliefs about God? (Symbolism) What does our school badge or motto say about us? What is important to me and how can I express my deeply held feelings and beliefs? What is the difference between a sign and a symbol?	CQ5. Why are sacred texts and holy books so important? (Sacred Texts) What is your favourite book or story? What are books for and how do we use them? How do stories help us understand how we should behave/live our lives? What is a sacred text? What sacred texts are important in the religions? How did they come into existence? What beliefs about God are expressed in the sacred texts? What do different sacred texts say about what it means to be a person?	CQ6. What do our celebrations show about what we think is important in life? (Festivals) What things do we celebrate? Why? How do we celebrate? How do celebrations show what is important in our lives? Why do we usually celebrate with other people and not just on our own? What are some of the main festivals in the religions? How do festivals express important beliefs and events in each religion?
Agreed Syllabus Year 3 Summative Assessment	<ul style="list-style-type: none"> • Pupils describe beliefs and teachings from Christianity and two other religions and show how these influence how people live and behave. • They recognise and can describe symbols and rituals from Christianity and two other religions and say something about what these mean for people. • They recognise different religions and can compare different beliefs and teachings about God, the world and humanity from Christianity and two or three other religions studied. • They recognise who and what inspires themselves and others and say something about how this affects their behaviour. • They ask questions about religion and belief that help them find out more about Christianity and two or three different beliefs and practices, comparing these with their own ideas. 					

Year 4 Christianity Islam Hinduism	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2023 Agreed Syllabus core questions	<p>CQ1. How and why do people worship? (Worship)</p> <p>What do believers gain from worshipping on their own (privately) and with other people (in the home or place of worship)? How does worship influence their lives? How do we show what is most important in our lives and how might this influence how we live and affect other people?</p>	<p>CQ2. Are places of worship really needed? (Religious buildings)</p> <p>What role do places of worship play in the lives of the individuals and faith communities? How do these places help believers feel closer to God and understand life better? What are the differences between private and collective worship? How might believers benefit from each? Do they need to have a public place of worship? Why is it important for people to have public buildings in the community? Why not just have homes? How important is it for people to have somewhere to go to be on their own? Why?</p>	<p>CQ3. What holds communities together? (Religion in the community)</p> <p>What beliefs do the different religions share in common and how are they different? What does it mean to be a Christian, a Hindu or a Muslim? Is religion important in the community? Why/why not? How does being part of a community influence people's actions, choices and behaviour? How can different people and groups live together in communities (local, national, global)?</p>	<p>CQ4. How do religions express their beliefs about God? (Symbolism)</p> <p>What symbols are important to you? What do some religions believe about God? How do they express these beliefs through art, language, rituals and symbols? How do symbols and language express deep ideas, beliefs and feelings?</p>	<p>CQ5. Why are sacred texts and holy books so important? (Sacred Texts)</p> <p>What rules for living are found in different sacred texts? How might religious people interpret their sacred texts differently? How might non-religious people interpret sacred texts? How do they know what their rules for living are? Do people need to believe in God in order to be good?</p>	<p>CQ6. What do our celebrations show about what we think is important in life? (Festivals)</p> <p>What value do religious festivals have in the lives of individuals and communities? What are the similarities and differences between secular and religious celebrations? What makes something worth celebrating? What can we learn from this about what people think is really important in life?</p>
Agreed Syllabus Year 4 Summative Assessment	<ul style="list-style-type: none"> • Pupils describe beliefs and teachings from Christianity and two other religions and show how these influence how people live and behave. • They recognise and can describe symbols and rituals from Christianity and two other religions and say something about what these mean for people. • They recognise different religions and can compare different beliefs and teachings about God, the world and humanity from Christianity and two or three other religions studied. • They recognise who and what inspires themselves and others and say something about how this affects their behaviour. • They ask questions about religion and belief that help them find out more about Christianity and two or three different beliefs and practices, comparing these with their own ideas. 					

Year 5 Christianity Islam Sikhism Hinduism	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2023 Agreed Syllabus core questions	<p>CQ1. Why do religions and non-religious groups celebrate important moments in life? (Rites of Passage).</p> <p>What might the key milestones be in my life and why are they important? What/who do I have a commitment to and how do I show this? What rites of passage do people observe in religious and non-religious traditions? What beliefs about life and commitment are expressed in the rites of passage?</p>	<p>CQ2. Why is pilgrimage important to some religious communities? (Pilgrimage).</p> <p>What is the most important or meaningful journey that I have been on? What happened? What was memorable about it? What influence has it had on me? What is pilgrimage and why do people choose to go on pilgrimage? What happens on different pilgrimages and how do they influence the pilgrims?</p>	<p>CQ3. Why don't all members of a religious or non-religious community believe and live in the same ways? (Diversity).</p> <p>How am I similar to and different from other people around me? Why can't we all be the same? Does it matter that people have views, beliefs and religions that differ from my own? Why? What is a 'worldview' and where do we get our worldview from? What different views, beliefs and traditions are there within religions and non-religious groups?</p>	<p>CQ4. How did the religions and other worldviews begin? (Founders and Prophets / Roots).</p> <p>What does it mean to admire someone? What sort of people do I admire? What qualities do we look for in leaders? What are the origins of the religions and why are the 'founders' so significant? How do devotees show their devotion to these figures?</p>	<p>CQ5. How do our beliefs influence the way we treat the world? (Creation and environment).</p> <p>What do I think caused the universe? Does the universe have a purpose or is it just there? What do different religions, non-religious groups and scientific views say about how the universe and life came about? How do religious /non-religious beliefs and scientific teachings influence people's treatment of the world? Do people have a responsibility to care for the world? Why, and what is this?</p>	<p>CQ6. What do the religions and other worldviews suggest about how people should live their lives? (Ethics).</p> <p>Who and what influences how I live my life? How important is my behaviour? What is my personal code of conduct? What are my most important values in life? What do the different religious and non-religious teachings say about how we should live our lives? Do they have anything in common?</p>
Agreed Syllabus Year 5 Summative Assessment	<ul style="list-style-type: none"> • Pupils describe similarities and differences of belief and practice within and between Christianity and two or three different religions and show how these influence the lives of individuals and communities. • They use correct vocabulary to suggest meanings for different ways in which people show their religious beliefs. • They raise questions about beliefs, values and how people live their lives and are able to research what different religions and a non-religious view say about important beliefs, ideas and issues, including the sources of authority such as sacred texts and key figures. • They recognise different sources of inspiration and influence on people's lives and can discuss the positive and negative impact these might have on individuals and communities. • They can discuss the impact of religion on individuals and communities and support their views with good reasons linked to evidence and examples 					

Year 6 Christianity Islam Judaism Sikhism Hinduism	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2023 Agreed Syllabus core questions	<p>CQ1. Why do religions and non-religious groups celebrate important moments in life? (Rites of Passage).</p> <p>Why do many people want to involve others in important moments in their lives? What can we learn about our own values and commitments from the values, commitments and attitudes of others? What benefits and challenges can commitment bring to our lives?</p>	<p>CQ2. Why is pilgrimage important to some religious communities? (Pilgrimage).</p> <p>What challenges can the pilgrims face and how do they overcome these What value does pilgrimage have in the lives of believers? How might pilgrims be different after having completed their pilgrimage? How does going on pilgrimage not only express beliefs, but also strengthen them for the pilgrims and even their communities? Is there a purpose to life and how can we find out? What helps give meaning and purpose to life?</p>	<p>CQ3. Why don't all members of a religious or non-religious community believe and live in the same ways? (Diversity).</p> <p>What can we learn about the different beliefs within the religions from their worship, prayer and ritual? What holds communities together? How might differences enhance the life of a community?</p>	<p>CQ4. How did the religions and other worldviews begin? (Founders and Prophets / Roots).</p> <p>How do the lives, teachings and example of the key religious figures in the different religions influence individuals and faith communities today? Are these figures good roles models for us today? Why? Who are some of the key figures in the development of Humanism? What were their key ideas? How important is it for us to have good role models to base our lives on?</p>	<p>CQ5. How do our beliefs influence the way we treat the world? (Creation and environment).</p> <p>Do people have a responsibility to care for the world? Why, and what is this? If you were to create a new world, what would it look like? What would you leave out and why? How important is human life? Why? Is human life more important than all other life? Why/Why not? How can humanity work together to improve the natural world? What is stopping us?</p>	<p>CQ6. What do the religions and other worldviews suggest about how people should live their lives? (Ethics).</p> <p>How do different religious and non-religious groups decide what is right and wrong? How relevant or helpful in modern life are religious teachings about how we should live? How can humans live well together?</p>
Agreed Syllabus Year 6 Summative Assessment	<ul style="list-style-type: none"> • Pupils describe similarities and differences of belief and practice within and between Christianity and two or three different religions and show how these influence the lives of individuals and communities. • They use correct vocabulary to suggest meanings for different ways in which people show their religious beliefs. • They raise questions about beliefs, values and how people live their lives and are able to research what different religions and a non-religious view say about important beliefs, ideas and issues, including the sources of authority such as sacred texts and key figures. • They recognise different sources of inspiration and influence on people's lives and can discuss the positive and negative impact these might have on individuals and communities. • They can discuss the impact of religion on individuals and communities and support their views with good reasons linked to evidence and examples 					