



'Life in all its fullness'
John 10:10

Christ Church C.E.(VC) Primary School

Religious Education Long Term Plan 2022/23/24

Religious Education at Christ Church School

We follow the North Yorkshire Agreed Syllabus for Religious Education which focuses on teachings from and teaching about a range of religions and world views.

"RE explores big questions about life, in order to find out what people believe and what difference this makes to how they live, so that pupils can make sense of religion and worldviews, reflecting on their own ideas and ways of living." NYCC Agreed Syllabus 2019-2024

RE is taught weekly and focusses on a Big Question. Pupils learn about Christianity in each Key Stage alongside other principle religions and non-religious world views represented in the UK today. Our learning is based around 3 strands of 'Believing, Expressing, Living', and the connections between them; encouraging learners to think respectfully about the religions and world-views of themselves and of others.

Beliefs & Practices



Children describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals. They identify, investigate and respond to questions about the main religions and worldviews, leading to an appreciation of the nature, significance and impact of different ways of life and ways of expressing meaning.

Sacred Places & Sacred Times



Children explain their ideas about how beliefs, practices and forms of expression influence individuals and communities. They learn how to express their personal reflections and responses to questions and teachings about identity, diversity, meaning and value, including ethical issues.

Belonging & Living Well



Children investigate key concepts and questions of belonging, meaning, purpose and truth. They discover and discuss what enables different individuals and communities to live together respectfully for the wellbeing of all. Children articulate clearly beliefs, values and commitments in order to explain why they may be important in their own and other people's lives.






SEND RE provides opportunity for all children to develop their sense of belonging and identity. Our approach to inclusivity includes maintaining an inclusive learning environment, using multi-sensory approaches, planning support to meet individual needs e.g. pre-teaching vocabulary and managing group work and discussion.



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| | Autumn 1 & 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------------------|--|--|--|---|---|
| Topic | Beliefs & Practices  | Sacred Places  | Sacred Times  | Belonging  | Living Well  |
| | <p>EYFS Communication and Language Children listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions. They use talk to organise, sequence and clarify thinking, ideas, feelings and events. Children answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different sources. They talk about how they and others show feelings. They develop their own narratives in relation to stories they hear from different communities.</p> <p>EYFS Personal, Social and Emotional Development Children understand that they can expect others to treat their needs, views, cultures and beliefs with respect. They work as part of a group, taking turns and sharing fairly, understanding that groups of people need agreed values and codes of behaviour, including adults and children, to work together harmoniously. They talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable. Children think and talk about issues of right and wrong and why these questions matter. They respond to significant experiences showing a range of feelings when appropriate. They have a developing awareness of their own needs, views and feelings and be sensitive to those of others. Children have a developing respect for their own cultures and beliefs, and those of other people. They show sensitivity to others' needs and feelings, and form positive relationships.</p> <p>EYFS Understanding the World Children talk about similarities and differences between themselves and others, among families, communities and traditions. They begin to know about their own cultures and beliefs and those of other people. They explore, observe and find out about places and objects that matter in different cultures and beliefs</p> | | | | |
| NYCC Agreed Syllabus | <p>KS1 A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</p> <p>KS1 A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</p> <p>KS1 A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities</p> <p>KS2 A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</p> <p>KS2 A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p> <p>KS2 A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p> | <p>KS1 B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</p> <p>KS1 B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>KS1 B3. Notice and respond sensitively to some similarities between different religions and worldviews.</p> <p>KS2 B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</p> <p>KS2 B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</p> <p>KS2 B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.</p> | <p>KS1 C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</p> <p>KS1 C2. Find out about and respond with ideas to examples of cooperation between people who are different.</p> <p>KS1 C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p> <p>KS2 Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.</p> <p>KS2 C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.</p> <p>KS2 C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</p> | | |



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| Primary resources used for Medium Term Planning | | | |
|---|---|---------------------------------------|-------------------------------|
| Resources | NYCC Agreed Syllabus Understanding Christianity Leeds Diocese Syllabus Discovery RE NATRE | | |
| Whole School | Harvest Remembrance Advent / Christmas | Ramadan / Eid Easter Prayer Day | Ascension Pentecost Eid |



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| 1 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-------------------------|---|--|--|---|--|---|
| Topic | Beliefs & Practices  | | Sacred Places  | Sacred Times  | Belonging  | Living Well  |
| Class 1 Overview | Children talk about and some simple ideas about Christian beliefs about God. They re-tell a story that shows what Christians might think about God and link this to 'good and bad'. | Children look at what the Bible says about Jesus. They talk about what Jesus teaches about keeping promises and saying thank you and why this is a good thing to do. | Children become aware that some religious people have places which have special meaning for them. They can recognise a place of worship. | Children recall simple stories connected with Christmas/ Easter and a festival from another faith and can talk about why these are special times. | Children share occasions when things have happened in their lives that made them feel special. They look at what Jesus said and taught about how to love other people. | Children talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world |
| Year A | Who is a Christian and what do they believe? NYCC 1.1 | Which stories are special and why? NYCC F1 | Which places are special and why? NYCC F3 & Discovery RE F1/2 summer 2 | Which times are special and why? NYCC F4 | Where do we belong? NYCC F5 | What is special about our world? NYCC F6 |
| Year B | Who is a Christian and what do they believe? NYCC 1.1 | Why do Christians perform Nativity plays at Christmas? UC F2 | Which places are special and why? NYCC F3 & Discovery RE F1/2 summer 2 | Why do Christians put a cross in the Easter garden? UC F3 | How can we help others when they need it? UC F3 digging deeper | How can we care for our wonderful world? UC F1 digging deeper |
| Vocabulary | Believe, believer | Nativity, Bible | Worship | Festival, celebration | Baptism, dedication, respect | Creation |



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| 2 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------------|---|--|---|---|--|--|
| Topic | Beliefs & Practices  | | Sacred Places  | Sacred Times  | Belonging  | Living Well  |
| Class 2 Overview | Children talk about Muslim beliefs about God, making links with some of the 99 Names of Allah. They re-tell a story about the life of the Prophet Muhammad and recognise some objects used by Muslims, suggesting why they are important. | Children recognise that sacred texts contain stories which are special to many people and should be treated with respect. They ask and suggest answers to questions arising from stories Jesus told and from another religion. | Children talk about ways in which stories, objects, symbols and actions used in churches, mosques and other places of worship show what people believe. | Children ask and answer questions about stories to do with Christian festivals and a story from a festival in another religion. They find out what people do, give, sing, remember or think about at celebrations identifying some similarities and differences between the celebrations. | Children look at ways in which believers express their identity and belonging within faith communities, responding sensitively to differences. They identify some similarities and differences between the ceremonies studied. | Children recognise that some people believe God created the world and so we should look after it. They give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories. |
| Year A | Who is a Muslim and what do they believe? NYCC 1.2 | What can we learn from sacred books? NYCC 1.4 | What makes some places sacred? NYCC 1.5 | How and why do we celebrate sacred and special times? NYCC 1.6 | What does it mean to belong to a faith community? NYCC 1.7 | How should we care for others and the world and why does it matter? NYCC 1.8 |
| Year B | Does praying at regular intervals every day help a Muslim in his/her everyday life? Discovery RE Y2 Spring 1 | What do Christians believe God is like? UC 1.1 core | Does going to the mosque give Muslims a sense of belonging? Discovery RE Year 2 Summer 1 | Why does Easter matter to Christians? UC 1.5 | What is the Good News that Jesus brings? UC 1.4 | Who made the world? UC 1.2 |
| Vocabulary | Belief | Sacred, holy, faith | Sacred, holy, symbol | Crucifixion, salvation | Gospel, forgiveness | Creation, Genesis, thankfulness |



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| 3 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------------|---|---|--|---|---|---|
| Topic | Beliefs & Practices  | | Sacred Places  | Sacred Times  | Belonging  | Living Well  |
| Class 3 Overview | Children study Judaism, finding out about the mezuzah, Shabbat and the festivals of Sukkot, Chanukah or Pesach. | Children suggest some of their own responses to ideas about God and why having a faith or belief in something can be hard. They identify how and why it makes a difference in people's lives to believe in God. | Children describe the practice of prayer in different religions and make connections between what people believe about prayer and what they do when they pray. | Children make connections between stories, symbols and beliefs with what happens in different festivals. They identify similarities and differences in the way festivals are celebrated within and between religions. | Children explore what Christians do to show their faith, through hymns and modern worship songs They discuss reasons why being a Christian is a good thing in Britain today, and why it might be hard sometimes. They look at ways in which people of other faiths and beliefs help others. | Children discuss what the story of Adam and Eve might show about human nature and how to act. They find out how and why Christians might pray to God, say sorry, forgive and ask for forgiveness, sharing their own ideas about how people should behave. |
| Year A | Who is Jewish and what do they believe? NYCC 1.3 | What is the Trinity? UC 2A.3 | Why do people pray? NYCC L2.4 | Why are festivals important to religious communities? NYCC L2.5 | What does it mean to be a Christian in Britain today? NYCC L2.7 | What kind of world did Jesus want? Leeds Diocese L2.4 |
| Year B | How important is it for Jewish people to do what God asks them to do? Discovery RE Y2 Spring 1 | What do different people believe about God? NYCC L2.1 | What is the best way for a Jew to show commitment to God? Discovery RE Year 2 Summer 2 | Why do Christians call the day Jesus died Good Friday? UC 2A.5 | What is it like to follow God? UC 2A.2 | What do Christians learn from the creation story? UC 2A.1 |
| Vocabulary | Mezuzah, Shabbat, Sukkoth, Chanukah, Pesach | Belief, faith | Prayer, comfort | Belief, symbols | Worship, faith | Creation / fall, commandments |



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| 4 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-------------------------|---|---|--|--|--|---|
| Topic | Beliefs & Practices  | | Sacred Places  | Sacred Times  | Belonging  | Living Well  |
| Class 4 Overview | Children will deepen their understanding of how different faiths, (Christians, Muslims and Hindus) put their beliefs into practice, making connections between beliefs and ways of living in Yorkshire today. They will make connections between what they have learnt and their own beliefs and actions. | | Children will discover how places of worship support believers in difficult times and will study how places of worship fulfil special functions in the lives of believers. | Children understand how marking the milestones of life are important to Christians, Hindus and Jewish people. They also look at how believers celebrate festivals in different ways. | Children will deepen their understanding of and compare the beliefs of the religions studied and their own beliefs and link this to feelings of belonging. | Children will express their own ideas about some big moral concepts and compare them to the ideas of others they have studied |
| Year A | What does it mean for Muslims to follow God? Diocese U2.9 | Why is Jesus inspiring to some people? NYCC L2.3 | If God is everywhere, why go to a place of worship? NYCC U2.4 | Why do some people think that life is a journey? NYCC L2.6 | What does it mean to be a Hindu in Britain today? NYCC L2.8 | What can we learn from religions about deciding what is right and wrong? NYCC L2.9 |
| Year B | What does it mean to be a Hindu in Britain today? NYCC L2.8 | Why do some people believe God exists? NYCC U2.1 | What is the best way for a Muslim to show commitment to God? Discovery RE Year 6 Autumn 1 | What are the deeper meanings of festivals? Leeds Diocese L2.9 | How can Brahman be everywhere and in everything? Discovery RE Year 5 Spring 1 | What matters most to Christians and Humanists? NYCC U2.7 |
| Vocabulary | Ibadah | Gospel, salvation | Tradition, community | Commitment, milestone | Faith, belonging | Temptation |



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| 5 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-------------------------|---|---|---|---|--|---|
| Topic | Beliefs & Practices  | | Sacred Places  | Sacred Times  | Belonging  | Living Well  |
| Class 5 Overview | Children learn about how and why religion can help believers when times are hard, explaining some similarities and differences between beliefs about life after death | Children relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas | Children explain why some people find belief makes sense and inspires them, making links between religions and how people live their lives. | Children reflect on what people might gain from pilgrimage and consider the value of reflection, repentance and remembrance in the world today. | Children describe the forms of guidance that Muslims use, making connections between the key functions of the Mosque and the beliefs of Muslims. | Children explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others. They identify ideas about freedom and justice arising from their study of Bible texts. |
| Year A | What do religions say to us when life gets hard? NYCC U2.3 | What kind of King is Jesus? UC 2B.8 | What will make our town a more respectful place? Diocese U2.12 | Why is pilgrimage important to some religious believers? Diocese U2.13 | What does it mean to be a Muslim in Britain today? NYCC U2.6 | How can following God bring freedom and justice? UC 2B.3 |
| Year B | What would Jesus do? NYCC U2.2 | When Jesus left, what was the impact of Pentecost? UC 2A.6 | What difference did the resurrection make to Christians? UC2B.7 | TBC | What difference does it make to believe in Ahimsa, Grace and Ummah? NYCC U2.8 | Is it better to express your religion in arts and architecture or in charity and generosity? NYCC U2.5 |
| Vocabulary | Salvation, reincarnation | Pentecost | Diversity, interfaith | Pilgrimage, reflection, repentance, remembrance | Practices, rituals | Serve, justice, conscience |



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