

1 Long Term Planning RE 2020-2025 Linton Primary School

Year group	Autumn1	Autumn2	Spring1	Spring2	Summer 1	Summer 2
Reception Christianity and Islam, Hindu	Where do we belong?	Which stories are special and why? Christmas Diwali	Which places are special and why?	Which people are special and why? Easter	Which times are special and why?	What is special about our world?
KS1						
Christianity, Islam, and Judaism Year A 2024-25 Christianity and Islam	1.7 What does it mean to belong to a faith community? 2 Christianity and Islam	1.6 How and why do we celebrate special and sacred times. Part 1 Christianity and Islam (Christmas -gifts and giving)	1.2 Who is a Muslim and what do they believe? Islam	1.5 What makes some places sacred? 1 Christianity and Islam	1.4 What can we learn from sacred books? 1 Christianity and Islam	1.8 How should we care for others and the world, and why does it matter? Christianity and Islam
Year B 2023-2024 Christianity and Judaism	1.1 Who is a Christian and what do they believe? 1 Christianity	1.6 How and Why do we celebrate special and sacred times. Part 2 Christianity and Judaism (Christmas-Good News and how we celebrate it)	1.3 Who is Jewish and what do they believe? Judaism	1.5 What makes some places sacred? 2 Christianity and Judaism	1.4 What can we learn from Sacred books? 2 Christianity and Judaism	1.8 How should we care for others and the world, and why does it matter?2 Christianity and Judaism
Lower KS2						

<p>3 and 4 Year A 2024-25 New syllabus Christianity, Hinduism, Judaism and Islam and non-religious</p>	<p>L2.1 What do different people believe about God? Christianity, Judaism</p>	<p>L2.5 Why are festivals important to religious communities? Christianity and Hinduism (Christmas and the significance of Light)</p>	<p>L2.4 Why do people pray? Part 1 Christianity and Islam</p>	<p>L2.2 Why is the Bible important for Christians today? Christianity</p>	<p>L2.6 Why do some people think life is a journey? What significant experiences mark this? Christianity, Judaism and non-religious</p>	<p>L2.9 What can we learn from religions about deciding what is right and wrong? Christianity, Judaism, Non-religious</p>
<p>Year B 2023-2024 New syllabus Christianity, Hinduism, Judaism and Islam and non-religious</p>	<p>L2.1 What do different people believe about God? Christianity and Islam</p>	<p>L2.5 Why are festivals important to religious communities? Christianity and Judaism (Christmas – Mary’s Journey)</p>	<p>L2.4 Why do people pray? Part 2 Christianity and Hinduism</p>	<p>L2.3 Why is Jesus inspiring to some people? Christianity</p>	<p>L2.7 What does it mean to be a Christian in Britain today? Christianity</p>	<p>L2.9 What can we learn from religions about deciding what is right and wrong? Christianity, Islam Non-religious</p>
<p>Upper KS2</p>						
<p>5/6 Year A 2024-25 New syllabus Christianity, Hinduism, Judaism and Islam and non-religious</p>	<p>U2.2 If God is everywhere, why go to a place of worship? Christianity and Judaism</p>	<p>U2.6 What does it mean to be a Muslim in Britain today? Part 1 Islam</p>	<p>U2.2 What would Jesus do? Can we live by the values of Jesus in the 21st Century? Christianity</p>	<p>U2.7 What matters most to Christians and Humanists? Christianity and non-religious viewpoints</p>	<p>U2.3 What do Religions say to us when life gets hard? Christianity and Islam</p>	<p>U2.5 Is it better to express your religion in arts and architecture or in charity and generosity? Christianity, Islam and non-religious</p>

<p>5/6 Year B 2023-24 New syllabus Christianity, Hinduism, Judaism and Islam and non- religious</p>	<p>U2.1 Why do some people believe God exists? Christianity non-religious</p> <p>Strands Believing Expressing Living</p>	<p>U2.2 What would Jesus do? Can we live by the values of Jesus in the 21st Century? Christianity</p>	<p>U2.8 What difference does it make to believe in Ahimsa (harmlessness, Grace and Ummah) (community) Christians, Hindus and Muslims</p>	<p>U2.6 What does it mean to be a Muslim in Britain today? Part 2 Islam</p>	<p>What do Religions say to us when life gets hard? Christianity Hinduism and Non religious</p>	<p>U2.5 Is it better to express your religion in arts and architecture or in charity and generosity? Christianity, Hinduism and non-religious</p>
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Vocabulary Progression

EYFS	KS1	Lower KS2	Upper KS2
<p>Islam Christianity Bible Church Mosque</p>	<p>Christian God Jesus Bible Allah</p>	<p>Old Testament New Testament Creation Incarnation Salvation</p>	<p>Theist Agnostic Atheist Moral Values</p>

<p>Qur'an God Allah Jesus Vicar Community Baptism Christening Pray Ceremony Symbol Celebrate Special Sacred festival</p>	<p>Islam Muslim Ramadan Eid Shabbat Judaism Synagogue Mezuzah Torah Sacred Hymns Altar, cross, crucifix, font, lectern, pulpit, icons Ark, Ner Tamid, Torah, tefillin, tallit, kippah, hanukkiah, bimah Mosque, masjid, wudu, calligraphy, prayer mat, prayer beads, minbar, mihrab, muezzin Chuppah Ketubah Disciples</p>	<p>Parable Resurrection Humanism Atheism Sanatana Dharma Murtis Bhagavad Ghita Dharma Kama Moksha Reincarnation Temple/mandir Bhajans prashad</p>	<p>Gospel Forgiveness Justice Judgement Salvation Karma Soul Samsara Reincarnation Moksha Afterlife Meditation Orthodox Deity Architecture Geometrical art Representational art Ummah Shahadah Hafiz/hafiza Zakat Hajj Ahimsa grace</p>
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Linton Primary School RE 2020 Syllabus Objectives and EYFS curriculum

Believe Know and understand

Express ideas and insights

Gain and deploy skills ideas clearly in response

<u>Early Years Foundation Stage Pupils should be taught to:</u>	<u>KEY Stage 1</u>	<u>Key Stage 2</u>
<p>ELG</p> <p>Building Relationships</p> <p>Talk about members of their immediate family and community</p> <p>ELG - People, culture and communities</p> <p>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.</p>	<p>Know about and understand a range of religions and worldviews.</p> <ul style="list-style-type: none"> • 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. • 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. • Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities. • Express ideas and insights about the nature, significance and impact of religions and worldviews. • 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>Know about and understand a range of religions and worldviews.</p> <ul style="list-style-type: none"> • 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. • 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. • Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. • Express ideas and insights about the nature, significance and impact of religions and worldviews. • Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. • 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.

	<ul style="list-style-type: none"> • Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves . • Notice and respond sensitively to some similarities between different religions and worldviews. • Gain and deploy the skills needed to engage seriously with religions and worldviews. • 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. • Find out about and respond with ideas to examples of cooperation between people who are different. • Find out about questions of right and wrong and begin to express their ideas and opinions in response. 	<ul style="list-style-type: none"> • 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. • Gain and deploy the skills needed to engage seriously with religions and worldviews. • 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. • 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. • 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.
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Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

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, nonfiction texts and (when appropriate) maps.

	FS (Discovering)	KS1 (Exploring)	Lower KS2 (Connecting)	Upper KS2 (Connecting)
Believing (Religious beliefs, teachings, sources; questions about meaning, purpose and truth)		1.1 Who is a Christian and what do they believe? 1.2 Who is a Muslim and what do they believe? 1.3 Who is Jewish and what do they believe?	L2.1 What do different people believe about God?	U2.1 Why do some people believe God exists?
	F1 Which stories are special and why?	1.4 What can we learn from sacred books?	L2.2 Why is the Bible so important for Christians today?	
	F2 Which people are special and why?		L2.3 Why is Jesus inspiring to some people?	U2.2 What would Jesus do? Can we live by the values of Jesus in the twenty-first century?
				U2.3 What do religions say to us when life gets hard?
Expressing (Religious and spiritual forms of expression; questions about identity and diversity)	F3. What places are special and why?	1.5 What makes some places sacred?	L2.4 Why do people pray?	U2.4 If God is everywhere, why go to a place of worship?
	F4. What times are special and why?	1.6 How and why do we celebrate special and sacred times?	L2.5 Why are festivals important to religious communities?	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?
			L2.6 Why do some people think that life is a journey and what significant experiences mark this?	

	FS (Discovering)	KS1 (Exploring)	Lower KS2 (Connecting)	Upper KS2 (Connecting)
Living (Religious practices and ways of living; questions about values and commitments)	F5. Being special: where do we belong?	1.7 What does it mean to belong to a faith community?	L2.7 What does it mean to be a Christian in Britain today? L2.8 What does it mean to be a Hindu in Britain today?	U2.6 What does it mean to be a Muslim in Britain today?
		1.8 How should we care for others and the world, and why does it matter?	L2.9 What can we learn from religions about deciding what is right and wrong?	U2.7 What matters most to Christians and Humanists?
	F6. What is special about our world?			U2.8 What difference does it make to believe in ahimsa (harmlessness), grace, and/or Ummah (community)?

