

RE Long Term Plan New Agreed Syllabus 2022

EYFS	Year 1	Year 2	Y3	Y4	Y5	Y6
	Christianity, Islam, Hinduism, Judaism, Humanism		Christianity, Judaism, Hinduism, Humanism and Islam		Christian, Islam, Hinduism, Sikhism, Humanism	
<p>New beginnings Bonfire Night Diwali Harvest Festivals Looking at me, looking at you - What makes us special? • Introduction to RE - use the words religion, community, Christian, Muslim, Hindu. Special Places Places of worship: • Christianity - Churches Explore and play wooden models. Special Events • Christianity - Baptism *Non-religious naming ceremonies *Muslim Aqueeqah naming ceremony</p> <p>Create own naming ceremony/baptism/aqueeqah. Make invitations, decide on vows to be made - children have roles Visit St Andrew's Church for a 'baptism' ceremony with children</p>	<p>1.1 Belonging - Who Belongs? What does it mean to belong? Why do we have rules? What rules do believers of different faiths follow? The Ten Commandments, 5 Pillars of Faith. What do members of different faiths believe? (Christian/Muslim/Hindu)</p> <p>Jesus Christ - The Golden Rule</p> <p>Judaism/Christianity faith rules. What rules do people of no faith follow?</p>	<p>2.1 Lead Us Not Into Temptation - Right or Wrong? Considerations of right and wrong. - The Good Samaritan - The Garden of Eden - Be My Guest - The Temptations of Christ The Lord's Prayer The Wise Man and The Foolish Man - making choices. Dilemmas *Commitments made by people of faith - St Francis of Assisi, Mother Theresa, Captain Sir Tom Moore, Why did they commit</p>	<p>3.1 Remembering - Why Remember? Explore different forms of remembrance - religious and secular: *Harvest - what is being celebrated/remembered and why? Listen to a selection of harvest hymns. Reflect on the words.</p> <p>Remembrance Sunday - commemoration, laying of wreaths, reflective silence, wartime, visiting of graves Create a wreath or write a poem/prayer/compose some reflective music. Visit St Andrew's Church to look at Remembrance boards in church and talk about why it is important to remember - why and what do people remember? *Pesach - The Exodus, ten plagues, Passover of Jewish homes with lamb's blood on the doors, cedar plate and its meanings, special Passover meal and reading of the story. *All souls/All Saints Day (Hallowe'en traditions) World view celebration - what is being celebrated/remembered?</p>	<p>4.1 Communities - Where is religion? *What is a community? *What are the responsibilities of belonging - what does it mean to belong and why? *How diverse is the community? Look at google maps of different areas of the locality and identify different faith/non-faith buildings/groups. *Consider the logos and symbols seen in the community and what they mean - religious and non-religious. *What impact does religion have on the community? Can they really make a difference? *Find out about community groups and events happening locally - who do they help/why? *What can we do to make a difference? Visit St Andrew's Church to find out about harvest - what happens to the gifts. Where are they taken and who uses them?</p>	<p>5.1 Expressions of Faith - How is faith expressed? How do people express their faith? Symbols, artefacts and celebrations in Christianity, Islam, Buddhism and Humanism. *Explore Islamic art *Communication with God. Buddhist thangkas (paintings) Virtual tour of Buddhist Centre. *Listen to Gospel music. How does it differ from other forms of music? Learn to sing a gospel song/write own gospel song.</p>	<p>6.1 Justice and Freedom - Is it fair? Look at forgiveness and reconciliation, through the work of peacemakers such as the Corrymeela Community and Desmond Tutu. Consider the treatment of different groups of people over time - women, Jews, *What does freedom mean to people of different faiths? (Islam, Christian, Jews) *Look at the issues of asylum seekers - what does it mean? How can faith groups help? *Claiming sanctuary. *Homeless charities *Visit to Beverley Minster to learn about sanctuary and St John of Beverley. *The story of Joseph and his coat of many colours. How is he treated? *Look at Jesus' teaching on justice and freedom - the parable of the unforgiving servant, Jesus treating the leper. Modern-day examples - Princess Diana, Mother Theresa.</p>

<p>having different roles and dressing up.</p> <p>*Read stories from different faiths: A wet and windy Harvest for Puddles, Puddles and the Christmas Play, together with The Tiny Ants and Seven New Kittens adapted from traditional Muslim stories (Gill Vaisey, www.booksatpress.co.uk)</p>		<p>themselves to a cause?</p>	<p>*Dia de muertos - 'Day of the Dead' Mexican celebration of life, remembering people who have died. Building altars of remembrance - link to All Saints/All Souls. Compare types of remembrance (happy/sad memories) Create a class blog/book of momentous occasions within the class - births, pets, birthdays, being a bridesmaid/page boy etc.</p>	<p>What does the church do in the community? How do they make an impact on the lives of local people?</p> <p>*Look at the work of a charity. *Interview a person of faith/a charity worker to find out where their faith comes from - what inspires them? *What is Humanism? https://www.bbc.co.uk/bitesize/topics/znk647h/articles/zmqpkmn How do Humanists belong together? What values do they follow?</p>		
<p>Christmas Progression</p>	<p>Christmas Progression</p>	<p>Christmas Progression</p>	<p>Christmas Progression</p>	<p>Christmas Progression</p>	<p>Christmas Progression</p>	<p>Christmas Progression</p>
<p>Nativity story: what is special about this Bible story? •Who is Jesus - why and to whom he is special - similarly other people in the nativity story eg shepherd, angel •Share the nativity story - Production •Connect to my life and talk about feelings when a new baby arrives in the family - Link to work earlier in the term on Baptism/Naming Ceremonies Special Events</p>	<p>Christianity- Celebration - How do Christian families prepare for Christmas? •What signs tell us that Christmas is coming? How do they make us feel? •How do Christian/non-Christian families prepare for Christmas in their homes and churches?</p> <ul style="list-style-type: none"> Sights - Advent Calendars, candles, tree decorations and wreaths Sound - bells, Christmas Music (religious and 	<p>Year 2 - Gift-bringers: why is the Christmas story 'good news' for Christians? •Focus on the Shepherds hearing the news from the angels •The Wise Men (Magi) and their gifts •Discuss what would be a suitable gift</p>	<p>Mary: why is Mary such an important part of the story? •Look at the artwork of Mary as the mother of Jesus Focus on the Dalit Madonna (www.reinhull for a unit of work on this) •Act out/freeze-frame Mary's key moments •Epiphany - Mary shows Jesus as a precious 'gift' to the world. What does this mean? Why a 'gift'? •Plan a ceremony to celebrate Mary and the true meaning of Christmas (Festival of lights - 4 day festival to celebrate Mary in Lyons, France) *How is Epiphany celebrated in</p>	<p>Advent & Light - •Discuss the way light is used to express feelings •How is light used in the celebration of Christmas (Christingles, Advent candles, tree lights)? • Advent - Advent Wreath/ candles - *Light of the World *Why is Jesus known as The Light of The World? Listen to the hymn: 'Light of the World' and reflect on the words. https://www.youtube.com/watch?v=Aa9FIUHkiwQ Christingle</p>	<p>The Prince of Peace: What is peace? Arrange a series of images that express peace and ask children to find a word to connect the objects (dove, no war, no arguing, no fighting, forgiveness, harmony) Play an extract of Handel's Messiah and explore Isaiah's prophecy (Isaiah 9: 6-7) - Jesus as Prince of Peace. What did the writer mean? Did Jesus bring peace? Read and add to a variety of writings/artworks linked to peace - symbols, stories, prayers, poems, songs, carols,</p>	<p>Religious Christmas: Secular Christmas Is Christmas only for Christians? What does Christmas mean to me? •Where does the familiar Christmas story come from? Luke's account (2:1-40) is different from Matthew's account (1:18-2:23). Write part of the Christmas story from differing perspectives •Look at other stories which have developed from the gospels (Baboushka, Papa Panov, The Fourth Wise Man). What are the shared themes? •Contrast the mood of secular/religious Christmas images/icons/poems/music *Was Jesus the Messiah?</p>

<p>Divali (Hindu festival of Light) Story of Rama and Sita. Talk for writing to retell the story. Make a diva lamp. Use tap sticks to create a Divali dance.</p>	<ul style="list-style-type: none"> secular) <ul style="list-style-type: none"> Tastes - different types of food Touch - wrapped presents Smells - incense and spices, food Traditional festive celebrations and symbolism - The Nativity play/Christingle Retell the nativity story simply, through drama, puppets, storyboard Special Events - Nativity Performance Visit St Andrew's Church - what do faith followers do in a church - artefacts, worship at Christmas. 	<p>for Jesus. Why? Act out the story and freeze-frame key moments: what did the shepherds/wise men think/say/do? Why is the festival of Christmas important to Christians? Is it important to other faiths too?</p>	<p>different countries? Is it at the same time? https://www.whychristmas.com/customs/epiphany.shtml</p>	<p>*How is light used in other festivals - Diwali, Hannukah, Chinese Lantern Festival, Berlin Festival of Light (World view) Loi Krathong - Thailand (world view) Floating boats decorated with lights. www.bbc.co.uk/.../2011/12/festivals-of-light.shtml</p>	<p>music Share the story of Brother Roger and the setting up of the Taizé Community for reconciliation Make a Christmas peace cross, relating it to the message of the angels: peace on Earth, goodwill to all people *How is the message of peace celebrated around the world? Explore the statement: 'Everyone has the right to enjoy peace' Declaration on the right to peace by UN General Assembly 2016 *Festivals of peace celebrated throughout the year. INTERNATIONAL DAY OF PEACE - September 21, 2022</p>	
<p>Chinese New Year Shrove Tuesday Pancake Day Special Stories The bible - special Christian book The Qu'ran - special Muslim book The story of Noah's Ark. Use small world to create the story. Recreate the scene out of cardboard or clay etc and re-enact the story adding captions and labels for the different parts of the story.</p>	<p>1.2 Worship - Why Worship? <ul style="list-style-type: none"> Hinduism - Hinduism * Hindu Gods Hinduism - Rama & Sita Hinduism - Ganesh and the Moon What are the key beliefs of different faiths? Symbols of Christian, Muslim and Hindu. What are the symbols of faith? Compare and contrast a Christian church with a Hindu Mandir and a Muslim Mosque. Look at artefacts of faith</p>	<p>2.2 Believing - What is True? Is seeing believing - optical illusions. Commitments made by people of faith - old and contemporary. The Lord's Prayer The Apostle's Creed Faiths and faith based charities.</p>	<p>3.2. Faith Founders - Who, What and When Who are faith founders and what did they do? Investigate the lives of Abraham (Judaism), Jesus (Christian) and Muhammad (pbuh Islam) Identify key events in the lives of faith founders and give examples of their teaching. How does the teaching of different faith founders impact on those around them? Why do the teachings of a faith founder influence their followers? How are values and rules for living influenced by</p>	<p>4.2 Saints and Heroes- What makes a saint? *What is a saint? *How can someone become one? *Where are local saint's names found in the local community (St Andrew's School/Church, St. Luke's etc - use google maps to find more) Investigate the lives of these and other saints names found locally - what did they do? What was the impact of their life on others? *What makes a saint?</p>	<p>5.2 Faith in action - What are the challenges? What inspires people to follow a faith and what is the cost? *Who influences us? *How do we know good from bad? *What is a vocation? Do you have to be religious to have a vocation? (the work of the NHS during the pandemic) *Queen Elizabeth II - a life given in duty - explore the Royal Family's role in today's society - what do they do? *Explore similarities and differences between rules</p>	<p>6.2 Living a Faith - What is identity? Consider the rites of passage as marked by three different faiths (birth, marriage and death). Jewish/Christian/Buddhist Compare and contrast faith traditions and rituals. *Faith as a journey, Hindu ideas of reincarnation/Buddhist wheel of life. *Look at the different names given to Jesus - what can they say about his identity? *Does faith shape identity? *Humanist ceremonies to mark rites of passage - how are these similar/different to religious ceremonies?</p>

<p>Retell the story - Talk for Writing.</p> <p>Sing 'The Animals Came in Two By Two.'</p>	<p>including sacred texts. Judaism belief in The Old Testament of The Bible (before Jesus Christ)</p>	<p>Key inspirational figures - Jesus and Muhammad (pbuh). Why are they important to the Christian/Islam faiths?</p> <p>*Listen to 'Make Me A Channel Of Your Peace' - what promises are made?</p>	<p>religious belief?</p> <p>What is the impact of their teaching today?</p> <p>Parables</p> <p>Consider the characteristics of a good leader. Create a job spec.</p> <p>Conscience Alley to solve dilemmas using teachings.</p> <p>Create a blog written by a faith founder.</p> <p>*Consider rituals from non-religious settings such as The New Zealand All Blacks Rugby Team performing the Haka.</p>	<p>*Are there modern-day saints? Why?</p> <p>*Consider people who have dedicated themselves to a cause - Greta Thunberg, Marcus Rashford. What makes them special? How have they helped others?</p> <p>*Look out for local acts of kindness in the papers (Radio Humberside Make a Difference campaign).</p> <p>*Consider actions to relieve poverty by different charities of faith - Oxfam, Muslim Relief, World Vision. What difference can they make?</p>	<p>and values to be followed -</p> <p>The 5 pillars of Islam</p> <p>The Eightfold Path (Buddhist)</p> <p>The concept of covenant for Jews and Christians.</p> <p>*The Humanist view - think for yourself, act for everyone - What does this mean? How can you do this in everyday life?</p> <p>*Consider how a faith-based charity puts their beliefs into action.</p> <p>*How significant is Abraham to Christians/Jews and Muslims?</p>	<p>Visitor: the vicar - life after death - funeral as a celebration of life.</p>
<p>Easter</p>	<p>Easter</p>	<p>Easter</p>	<p>Easter</p>	<p>Easter</p>	<p>Easter</p>	<p>Easter</p>
<p>Easter</p> <p>Special Foods</p> <p>Sample foods associated with Easter.</p> <p>Listen to and sing Easter songs. Celebrate new life - link to chicks.</p> <p>Create Easter pictures/collages. Look outside and reflect on the idea of the world as a creation and consider how we can look after it.</p> <p>Link to outdoor learning and gardening.</p>	<p>Christianity - Customs associated with Lent and Easter:</p> <p>Shrove Tuesday - pancakes</p> <p>Ash Wednesday - ash crosses</p> <p>Lent - giving things up</p> <p>Mothering Sunday - cards and gifts for Mum</p> <p>•Palm Sunday - palm crosses</p> <p>*Good Friday - hot cross buns</p> <p>Easter Day - chocolate eggs</p>	<p>•What is the storyline of the Easter story?</p> <p>•What do we think about when we hear the story?</p> <p>•How do different books (picture books, text books etc.) show the Easter story?</p> <p>•How can we tell the Easter story to others?</p> <p>•Artefacts and symbols</p>	<p>•Easter cards</p> <p>*Famous Easter paintings ... the Last Supper, The Garden of Gethsemane.</p> <p>*What is the significance of the bread and wine? Matthew 26:17-35, Mark 14:12-31</p> <p>* Symbols and actions used to remember The Last Supper.</p> <p>*How do you think the disciples felt?</p> <p>*The actions of Peter and Judas following The Last Supper.</p> <p>•Celebrate in the style of a religious festival through drama and dance, music and food; contrast food and fasting in other religions - Islam</p> <p>Sukkot - meaning hut. Reminder</p>	<p>Holy Week - recall the Easter story. How do people remember and mark the key events of this week?</p> <p>*What is the symbolic meaning of the washing of feet on Maundy Thursday? John 13:1-17</p> <p>*Contrast Jesus' entry into Jerusalem on Palm Sunday with his actions on Maundy Thursday.</p> <p>*The events of Good Friday - why is it called Good Friday?</p> <p>*Contrast the sadness of Good Friday with the joy of Palm Sunday.</p> <p>*Look at artwork showing</p>	<p>•Speaking to Christians about their beliefs</p> <p>*Explore the symbolism of Ash Wednesday.</p> <p>*Lent actions - fasting, being closer to God, acts of service.</p> <p>How is this used to prepare for Easter?</p> <p>Compare to Ramadan in the Islamic Faith.</p> <p>•Compare rituals and artefacts in Spring festivals; how does the Jewish festival of Pesach fit with the story of Easter - the plagues of Egypt, Passover and the journey of the Jewish people Exodus 24:8 The story of Moses.</p> <p>*How Jesus as a Jewish boy</p>	<p>•How each of the Gospels tells the Easter story ... other stories which have developed from the source stories e.g. The Three Trees ... legend of how the donkey got the cross on its back ... legend of the 'True Cross' ...</p> <p>•How do the different Gospels tell the Easter story?</p> <p>•What other stories explore Easter theme?</p> <p>*Consider the dilemmas faced by the three Marys, the disciples, Pontius Pilate and Barrabas.</p> <p>•Hopes and fears of Jesus' friends in the Easter story - the Last Supper, the crucifixion, resurrection, the road to Damascus? Matthew 26-28, Mark 14-16, Luke 22-24, John 18-21</p> <p>•Express the power and hope in the Easter story in dance/drama; look</p>

		<p>associated with Easter</p> <ul style="list-style-type: none"> •Palm Sunday story as the beginning of the end of Jesus' earthly life; act out Jesus' entry into Jerusalem Matthew 21, Mark 11, Luke 19 •Faith members talk about the blessing of palm leaves, palm crosses •Palm celebration including songs, story, palms and hot cross buns •Contrast sadness of Good Friday with the joy of 'new beginnings' on Easter morning Create an Easter Garden and discuss what each part means. Consider the importance of Easter to Christians - is 	<p>of the time spent in the desert and how God gave shelter.</p> <p>Make a hut (den building or out of paper and card)</p>	<p>Mary at the crucifixion - how would she be feeling?</p> <ul style="list-style-type: none"> *How does Christian music show the mood at Easter time? *Look at different styles of crosses and consider what they are depicting. Peace crosses - design and make own peace cross. 	<p>travelled to Jerusalem to celebrate Pesach.</p> <ul style="list-style-type: none"> *The resurrection and its impact on the disciples. 	<p>towards Ascension and Pentecost - what happened next.</p> <p>How did the events of Easter become the foundations of Christianity?</p>
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		<p>it important to members of other/no faiths as well?</p> <p>Visit St Andrew's Church to find out about Easter.</p>				
<p>May Day - Eid</p> <p>Life cycles New Life</p> <p>Africa - different customs and beliefs</p> <p>Special Things</p> <p>Articles of faith:</p> <p>Prayer mat/crescent moon and stars - Muslim</p> <p>Cross/candles - Christian</p> <p>Murti (deities) - Hindu</p> <p>Explore the significance of these artefacts for each faith.</p> <p>Special People</p> <p>Who is special to us?</p> <p>Links to family. Make clay models of families.</p> <p>Interview special people - link to people who help us/people in the community - include religious leaders.</p>	<p>1.3 What a Wonderful World - Why is the world special?</p> <p>Christianity - Creation Story</p> <p>Hinduism - Creation Story</p> <p>Islamic Creation Story</p> <p>Big Bang theory.</p> <p>Listen to Louis Armstrong's 'Wonderful World' - What is wonderful about the world? Create a new world - what would you include?</p> <p>*Listen to Creation of the World piece:</p> <p>https://www.youtube.com/watch?v=nxdv2hcg1HQ</p> <p>How do you feel when listening to this piece?</p> <p>Art in response.</p>	<p>2.3 Questions, Questions</p> <p>Investigate views of different faiths on big questions - creation (Christian, Islam and Hindu)</p> <p>What are big questions? Do all questions have an answer? Compare different views on death, life cycles.</p> <p>Pose questions such as 'Why do earthquakes happen?'</p> <p>'Why do some people not have enough food?'</p> <p>'Why are some people homeless?'</p>	<p>3.3 Sacred Places</p> <p>What makes a place sacred? Explore and contrast different places of worship (synagogue, church and mosque) and consider the diversity and significance of a place of worship to followers of that faith.</p> <p>Describe different ways worshippers communicate with their God. Describe the use of artefacts by believers and the community. Compare marriage ceremonies at each place of worship - what are the similarities and differences between the ceremonies? Look at a secular marriage ceremony - what is the same/different?</p> <p>Visit St Andrew's Church/the synagogue. Focus on marriage ceremonies and compare and contrast a Jewish/Christian ceremony.</p>	<p>4.3 Our World - Who cares?</p> <p>How was the world created? Own belief/ others - what does the Bible/Torah/Qur'an say - Jewish, Christian, Islamic stories of creation</p> <p>Science - Big Bang/evolution</p> <p>Hindu, Buddhist, Aboriginal dreamtime stories (World view)</p> <p>Stewardship - concept for environment and nature and in Biblical terms.</p> <p>Looking after our planet</p> <p>Create a poster to promote how to look after our planet.</p> <p>*Do a stewardship walk around the school to find areas which need improving/looking after.</p> <p>*Choose a place and improve it.</p> <p>*Local and national initiatives and the impact they are having.</p> <p>*Discuss the native</p>	<p>5.3 Pilgrimage - Why pilgrimage?</p> <p>Why do people of faith make a pilgrimage (idea of a journey)- places of pilgrimage, relevant hymns, Pilgrims Progress, prayer walk, multi-faith pilgrimage.</p> <p>*Why do people go on a pilgrimage? How is this different to going on holiday?</p> <p>*How does a pilgrim prepare for their pilgrimage/ What do they take with them/ How do they feel?</p> <p>*Consider the song 'One More Step Along the World I Go' - what do they mean? Is life a pilgrimage?</p> <p>*Locate different places of pilgrimage for various faiths:</p> <p>Lourdes - Christian</p> <p>Makkah - Muslim</p> <p>Jerusalem - Jews</p> <p>Northern India/Southern Nepal - Buddhists</p> <p>Kumbh Mela at The River Ganges - Hindu</p> <p>https://www.bbc.co.uk/teach/class-clips-video/</p>	<p>6.3 Hopes and Visions - What is life about?</p> <p>Who am I? - personally respond to this question in many ways. Compare how a Christian/Buddhist/Hindu/Humanist/Jew may answer this question. Consider who influences them. Identify some purposes and aims in life.</p> <p>Consider the teachings of Jesus Christ(The Golden Rule), and The Buddha (Four Noble Truths and Eightfold Path). Consider teachings on life after death. Share own hopes and dreams for the future.</p> <p>*Sikhism - teaching of The Gurus (One True God, 5 Ks, equality of all people, service to others)</p> <p>Visit Sikh Gurdwara. - look at sense of community</p> <p>*What is the purpose of life? Consider this from a Humanist, Christian and Buddhist perspective.</p>

		<p>Consider Who Put The Colours In The Rainbow - how could these questions be answered by members of different faiths and no faith?</p> <p>Visit by a vicar to answer Big Questions.</p> <p>Just So stories Hopes for the world</p>		<p>American saying: 'We do not inherit the Earth, we borrow it from our children.'</p> <p>*Humanist attitudes to stewardship of the world.</p>	<p>religious-studies-ks2 -my-life-my-religion-hinduism-pilgrimage-hinduism/z4ghf4j</p> <p>*What is the significance of these places of pilgrimage for followers of each faith?</p> <p>*Look at 3 different pilgrimages (Jewish/Islam/Hindu) What do the pilgrims gain from the experience?</p> <p>Visit St Andrew's Church - speak to a member/members of the congregation about their faith and inspirations. Life of a missionary.</p>	
<p>Visit: St Andrew's Church - baptism</p>	<p>Visit: St Andrew's Church - Worship and articles of faith - Christmas Visit or virtual tour of mosque</p>	<p>Visitor: Vicar - Big Questions Go to St. Andrew's Church - Easter.</p>	<p>Visit: Synagogue - the Jewish Faith and marriage Visit: St Andrew's Church - marriage/remembrance</p>	<p>Virtual tour of Buddhist centre. Charity worker Visit St Andrew's Church to see how Harvest gifts are distributed - who gets them and why?</p>	<p>Visit a Hindu Mandir/speak to a Hindu elder about their faith. Visit St Andrew's Church - speak to a member/members of the congregation about their faith and inspirations. Life of a missionary.</p>	<p>Visit: Beverley Minster - St. John of Beverley and sanctuary Visit: Sikh Gurdwara - community Visitor: the vicar - life after death - funeral as a celebration of life.</p>