



Christopher Pickering Religious Education Long Term Plan 2024-2025

Religious Education Long Term Plan EYFS – Y6



The intention of our Religious Education Curriculum;

Knowing about and understanding a range of religions and worldviews, learning to see these through the disciplines of **Theology, Philosophy** and **Social Sciences**

Expressing ideas and insights about the nature, significance and impact of religion and worldviews through a multidisciplinary approach whilst engaging critically with them

Gaining and deploying skills taken from the disciplines of **Theology, Philosophy** and **Social Sciences** to enhance learning about religions and different worldviews



At Christopher Pickering Primary, We follow the agreed Syllabus for Religion and Worldviews that has been created in line with the national curriculum by the collaborative partnership between the Standing Advisory Councils for Religious Education (SACREs) of the two local authorities, Hull and East Riding which will be implemented from 2022-2027.

We follow the syllabus recommendations of a minimum of:

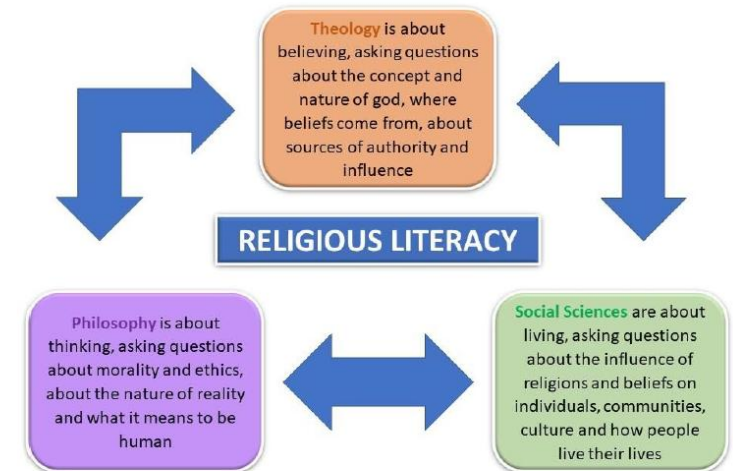
Key Stage 1: Christianity and one other principal religion, plus one other religion or non-religious worldview (Christianity, Sikhism and Humanism)

Key Stage 2: Christianity and two other principal religions in some depth, plus other religions or non-religious worldviews (Christianity, Hinduism, Judaism, Humanism and Atheism)

There are many different disciplines used to explore the phenomena of religion. The SACRE has decided that for the purpose of this syllabus, the focus is on three mutually supportive disciplines - **Theology**, **Philosophy** and **Social Sciences**.

Sometimes described as lenses, the three disciplines help RE to be seen from different perspectives, giving a balanced approach to teaching and learning. This model is adapted from *RE in a broad and balanced Curriculum: A practical tool* [11].

Looking at RE through these disciplines helps to structure the learning and differentiates RE from PSHE and Citizenship, giving academic rigour to the study of religion and worldviews.

















Early Years Programme of Study

Early Years			
Three and Four Year Olds	Personal, Social and Emotional Development		<ul style="list-style-type: none"> • Develop their sense of responsibility and membership of a community
	Understanding the World		<ul style="list-style-type: none"> • Continue to develop positive attitudes about the differences between people.
Reception	Personal, Social and Emotional Development		<ul style="list-style-type: none"> • See themselves as a valuable individual. • Think about the perspectives of others.
	Understanding the World		<ul style="list-style-type: none"> • 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
ELG	Personal, Social and Emotional Development	Building Relationships	<ul style="list-style-type: none"> • Show sensitivity to their own and others' needs.
	Understanding the World	Past and Present	<ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Understand the past through settings, characters and events encountered in books read in class and storytelling.
		People and Communities	<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.



F1						
	Autumn 1	Autumn 1	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All about me 	Celebrations 	No place Like Home 	What's at the bottom of the garden? 	Farms and countryside 	Wonderful world 
Key objectives	To begin to make sense of their own life-story and family's history. Were you always 3? How have you grown and changed? Who is in your family? To develop positive attitudes about differences between people. Are we all the same?	To develop positive attitudes about differences between people. What do you celebrate with your family? How do you celebrate?			To show an interest in different occupations. Who is this person? What job do they do for us?	To know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Are we all the same?



F2						
	Autumn 1	Autumn 1	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All about me 	Celebrations 	No place Like Home 	What's at the bottom of the garden? 	Farms and countryside 	Wonderful world 
Celebrations	Harvest Festival	Diwali Remembrance Day Children in Need Christmas	Chinese New Year Shrove Tuesday Lent	Easter Holi	Ramadan Eid al-Fitr	
Linked to RE						
Religious Education and Worldviews Main Teaching Points	Who has a birthday and how are they celebrated? Why are Christenings important Christian celebrations? Why do Christians celebrate Harvest? Why are some places special to people?	What is the story of Diwali and how do Hindus celebrate this? What is the Christian story of Christmas? What are some of the Christmas Traditions that Christians have?	What is Lunar New Year? What is Shrove Tuesday and why is this important to Christians? Why is lent an important time for Christians?	Why do Hindus celebrate Holi and what happens? Why is Easter such an important time for Christians? What are some of the Easter Traditions that Christians have?	Who is Buddha and how do Buddhists live? What is Ramadan and why do Muslim adults observe this? What is Eid al-Fitr and why do Muslims celebrate this?	What is the story of Noah's Ark and what have Christians learnt from this?
Religious Stories	So Much Feeding the Five Thousand The Proudest Blue	Rama and Sita A Day to Remember Where the Poppies Grow The Christmas Story	The Kindest Red Moses and the very Big Rescue The Great Race	Heavens Big Secret Myra Plays Holi	The Blind Man and the Elephant The Wind and the Moon Same, Same but Different The most Exciting Eid	Jonah and the Whale Manu and the Fish When God made the world Noah's Ark



Programme of Study

Key Stage 1

The KS1 curriculum for RE aims to ensure that all pupils:

Know about and understand a range of religions and worldviews, so that they can

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
- identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews
- Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can

- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
- Appreciate and appraise varied dimensions of religion or a worldview.

Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can

- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
- Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

During KS1, children will build on learning from EYFS about a variety of religions. Children will transition from focussing on Christianity and Hinduism to focussing on Christianity and Buddhism. Sikhism and other religions will be investigated to compare, contrast and broaden children's understanding.

	Theology
	Social Sciences
	Philosophy



KS1	Autumn	Spring	Summer
Year 1	<p>Unit 1.1 Belonging Who belongs? Why are symbols and artefacts important to some people? How does a person of faith live their life? What are the religious rituals and ceremonies connected with important times in life?</p> <p>Christmas Which festivals are important to faith members? What stories are told at different religious festivals?</p>	<p>Unit 1.2 Worship Why worship? How and why do people of faith worship? How is a place of worship used? What makes a holy book special?</p> <p>Easter Which festivals are important to faith members? What stories are told at different religious festivals?</p>	<p>Unit 1.3 What a Wonderful World Why is the world so special? Why are creation stories important to faith members? How do different faiths say the world should be cared for?</p>
Year 2	<p>Unit 2.1 Lead us not into temptation What is right or wrong? How do people decide what is right and wrong? What do faith stories say about the value of everyone? What are the special rules and values that religious people follow?</p> <p>Christmas Which festivals are important to faith members? What stories are told at different religious festivals?</p>	<p>Unit 2.2 Believing What is true? What do people of faith believe? What are the different ways in which people of faith express their beliefs?</p> <p>Easter Which festivals are important to faith members? What stories are told at different religious festivals?</p>	<p>Unit 2.3 Questions, Questions What are the big questions? What are life's big questions? Who is God to people of faith?</p>



Programme of Study

KS2

The KS2 curriculum for RE aims to ensure that all pupils:

Know about and understand a range of religious and worldviews, so that they can:

- Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
- Identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews
- Appreciate and appraise the nature, significance and impact of different ways of life and expressing meaning
- Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can;
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All pupils will:

- Know about, understand and compare a range of religions, religious leaders, beliefs and worldviews
- Express ideas and insights about the nature, significance and impact of religions, influential people and worldviews.
- Gain and deploy the skills needed to engage seriously with religions and worldviews.
- Understand the religions, influential people and worldviews within their own locality.

	Theology
	Social Sciences
	Philosophy



KS2	Autumn	Spring	Summer
Year 3	<p>Unit 3.1 Remembering Why Remember? What is the value of participating in a religious festival or ritual? What is the significance of religious festivals and rituals?</p> <p>Christmas What is the significance of religious festivals and rituals? How do people express their beliefs?</p>	<p>Unit 3.2 – Founders of Faith Who, what and when? How do the lives of faith founders influence believers? What do key religious figures teach?</p> <p>Easter What is the significance of religious festivals and rituals? How do people express their beliefs?</p>	<p>Unit 3.3 – Sacred Places What is sacred? What makes a place sacred? Which religious rituals show identity and belonging for different traditions? How do people express their beliefs?</p>
Year 4	<p>Unit 4.1 – Communities Where is religion? How do religious values provide rules for living?</p> <p>Christmas What is the significance of religious festivals and rituals? How do people express their beliefs?</p>	<p>Unit 4.2 – People who inspire us. What makes a saint? How is commitment demonstrated in the lives and work of significant people of faith? What motivates faith believers to get involved in different causes?</p> <p>Easter What is the significance of religious festivals and rituals? How do people express their beliefs?</p>	<p>Unit 4.3 – Our World Who cares? What is an ultimate question? How did the universe begin? Why is it important to look after the Earth? Who is God?</p>



<p>Year 5</p>	<p>Unit 5.1 – Expressions How is belief expressed? How do believers' worship? How do people express their beliefs?</p> <p>Christmas How do the lives of faith founders influence believers? What is the value of participating in a religious festival or ritual?</p>	<p>Unit 5.2 – Faith in action What are the challenges? What do key religious figures teach? How do the lives of faith founders influence believers?</p> <p>Easter How do the lives of faith founders influence believers? What is the value of participating in a religious festival or ritual?</p>	<p>Unit 5.3 – Pilgrimage Why pilgrimage? What is the value of participating in a religious festival or ritual? What makes a place sacred? Why do people of faith make a pilgrimage?</p>
<p>Year 6</p>	<p>Unit 6.1 – Justice and Freedom Is it fair? What is the meaning of justice and freedom? Why should people be good? What do religions teach about forgiveness and reconciliation?</p> <p>Christmas How do the lives of faith founders influence believers? What is the value of participating in a religious festival or ritual?</p>	<p>Easter How do the lives of faith founders influence believers? What is the value of participating in a religious festival or ritual?</p>	<p>Unit 6.2 – Hopes and visions. What is life about? What is an ultimate question? Who is God?</p>

