**St Botolph’s C of E Primary School**

**Long Term Planning – R.E.**

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| **EYFS Autumn** | | **EYFS Spring** | | **EYFS Summer** | |
| ‘Myself’  LAS Unit 1 | ‘Special People to Me’  LAS Units 3/4 | ‘Our Special Books’  LAS Unit 11 | Salvation  ‘Why do Christians put a cross in an Easter Garden?’  UC F3 (core) | Creation  ‘Why is the word God so important to Christians?’  UC F1 (core) | ‘Our Beautiful World’  LAS Unit 7 |
|  | | -Recognise, name and describe some religious artefacts, places and practices. | | * Identify the things that are important in their own lives and compare those to religious beliefs. | |
| **Year 1 Autumn** | | **Year 1 Spring** | | **Year 1 Summer** | |
| God  ‘What do Christians believe God is like?’  UC 1.1 (core) | Creation  ‘Who Made the World?’  UC 1.2 (core) | God (Islam)  LAS | Community (Islam)  LAS | Places of Worship  LAS (additional) | |
| -Identify the things that are important in their own lives and compare those to religious beliefs.  -Identify how they have to make their own choices in life.  -Ask questions about puzzling aspects of life. | | -Describe some of the teachings of a religion.  -Recognise, name and describe some religious artefacts, places and practices. | | -Recognise, name and describe some religious artefacts, places and practices.  -Identify how they have to make their own choices in life.  -Name some religious symbols.  -Explain the meaning of some religious symbols.  -Relate emotions to some of the experiences of religious figures studied. | |
| **Year 2 Autumn** | | **Year 2 Spring** | | **Year 2 Summer** | |
| Being Human  (Islam)  LAS | Life Journey  (Islam)  LAS | Thankfulness  LAS (additional) | | Salvation  ‘Why does Easter matter to Christians?’  UC 1.5 (core) | Incarnation  ‘Why does Christmas Matter to Christians?’  UC 1.3 (core) |
| -Describe some of the main festivals or celebrations of a religion.  -Describe some of the teachings of a religion.  -Recognise, name and describe some religious artefacts, places and practices. | | -Ask questions about puzzling aspects of life.  -Explain how actions affect others.  -Show an understanding of the term ‘morals’.  -Identify the things that are important in their own lives and compare those to religious beliefs.  -Identify how they have to make their own choices in life. | | -Name some religious symbols.  -Explain the meaning of some religious symbols.  -Relate emotions to some of the experiences of religious figures studied.  -Identify the things that are important in their own lives and compare those to religious beliefs.  -Recognise, name and describe some religious artefacts, places and practices.  -Describe some of the main festivals or celebrations of a religion. | |
| **Year 3 Autumn** | | **Year 3 Spring** | | **Year 3 Summer** | |
| God (Hinduism)  LAS | God (Islam)  LAS | God/Incarnation UC2a3  Core and Digging Deeper  What is the Trinity? | | Salvation  Why do Christians call the day Jesus dies ‘Good Friday?’  UC 2a.5 (core) | Big Questions  ‘What does it mean to live a good life?’  LAS (additional) |
| -Recognise, name and describe some religious artefacts, places and practices.  -Describe some of the main festivals or celebrations of a religion.  -Name some religious symbols  -Present the key teachings and beliefs of a religion.  -Identify religious artefacts and explain how and why they are used.  -Explain some of the religious practices of both clerics and individuals.  -Ask questions that have no universally agreed answers.  -Explain how beliefs about right and wrong affect people’s behaviour. | | -Present the key teachings and beliefs of a religion.  -Refer to religious figures and holy books to explain answers.  -Describe religious buildings and explain how they are used.  -Explain some of the religious practices of both clerics and individuals.  -Identify religious symbolism in literature and the arts.  -Ask questions that have no universally agreed answers.  -Explain how beliefs about right and wrong affect people’s behaviour. | | -Refer to religious figures and holy books to explain answers.  -Describe religious buildings and explain how they are used.  -Explain some of the religious practices of both clerics and individuals.  -Show an understanding that personal experiences and feelings influence attitudes and actions.  -Give some reasons why religious figures may have acted as they did.  -Ask questions that have no universally agreed answers.  -Explain how beliefs about right and wrong affect people’s behaviour. | -Refer to religious figures and holy books to explain answers.  -Show an understanding that personal experiences and feelings influence attitudes and actions.  -Give some reasons why religious figures may have acted as they did.  -Ask questions that have no universally agreed answers.  -Explain how beliefs about right and wrong affect people’s behaviour.  -Describe how some of the values held by communities or individuals affect behaviour and actions.  -Discuss and give opinions on stories involving moral dilemmas. |
| **Year 4 Autumn** | | **Year 4 Spring** | | **Year 4 Summer** | |
| LAS Big Questions – Why do we celebrate? | LAS Compulsory  Community - Hinduism | Community  (Islam)  LAS | Creation  UC 2a.1 (core)  What do Christians learn from the Creation Story? | LAS Additional  Pilgrimage (Including Christianity) | |
| -Present the key teachings and beliefs of a religion.  -Identify religious artefacts and explain how and why they are used.  -Show an understanding that personal experiences and feelings influence attitudes and actions.  -Describe how some of the values held by communities or individuals affect behaviour and actions. | -Explain some of the religious practices of both clerics and individuals.  -Present the key teachings and beliefs of a religion.  -Identify religious artefacts and explain how and why they are used.  -Describe how some of the values held by communities or individuals affect behaviour and actions. | -Refer to religious figures and holy books to explain answers.  -Describe religious buildings and explain how they are used.  -Explain some of the religious practices of both clerics and individuals.  -Explain how beliefs about right and wrong affect people’s behaviour.  -Describe how some of the values held by communities or individuals affect behaviour and actions. | -Refer to religious figures and holy books to explain answers.  -Identify religious symbolism in literature and the arts.  -Give some reasons why religious figures may have acted as they did.  -Ask questions that have no universally agreed answers.  -Discuss and give opinions on stories involving moral dilemmas. | -Refer to religious figures and holy books to explain answers.  -Identify religious artefacts and explain how and why they are used.  -Describe religious buildings and explain how they are used.  -Explain some of the religious practices of both clerics and individuals.  -Give some reasons why religious figures may have acted as they did.  -Ask questions that have no universally agreed answers.  -Discuss and give opinions on stories involving moral dilemmas. | |
| **Year 5 Autumn** | | **Year 5 Spring** | | **Year 5 Summer** | |
| Being Human (Hinduism/Islam)  LAS | | Salvation  ‘What difference does the resurrection make to Christians?’  UC 2B.7 (core) | Incarnation  ‘Was Jesus the Messiah?’  UC 2B.4 (core) | Expressing Belief through the Arts  LAS (additional) | |
| -Refer to religious figures and holy books to explain answers.  -Explain how some teachings and beliefs are shared between religions.  -Explain how religious beliefs shape the lives of individuals and communities.  -Explain the practises and lifestyles involved in belonging to a faith community.  -Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.  -Explain some of the different ways that individuals show their beliefs.  -Express their own values and remain respectful of those with different values. | | -Refer to religious figures and holy books to explain answers.  -Explain how some teachings and beliefs are shared between religions.  -Explain some of the different ways that individuals show their beliefs.  -Recognise and express feelings about their own identities. Relate these to religious beliefs or feelings.  -Explain their own ideas about the answers to ultimate questions.  -Explain why their answers to ultimate questions may differ from those of others.  -Explain why different religious communities or individuals may have a different view of what is right and what is wrong.  -Express their own values and remain respectful of those with different values.  -Show an understanding of the role of a spiritual leader. | | -Explain the practises and lifestyles involved in belonging to a faith community.  -Explain some of the different ways that individuals show their beliefs.  -Recognise and express feelings about their own identities. Relate these to religious beliefs or feelings.  -Express their own values and remain respectful of those with different values. | |
| **Year 6 Autumn** | | **Year 6 Spring** | | **Year 6 Summer** | |
| Do you have to believe in God to be good?  LAS (additional) | God  ‘What does it mean if God is holy and loving?’  UC 2B.1 (core) | Life Journey  (Hinduism)  LAS | Life Journey  (Islam)  LAS | Creation  ‘Creation and Science: Conflicting or Complementary’  UC 2B.2 (core) | Creation  ‘Creation and Science: Conflicting or Complementary’  UC 2B.2 (digging deeper) |
| -Explain how some teachings and beliefs are shared between religions.  -Explain how religious beliefs shape the lives of individuals and communities.  -Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.  -Recognise and express feelings about their own identities. Relate these to religious beliefs or feelings.  -Explain their own ideas about the answers to ultimate questions.  -Explain why their answers to ultimate questions may differ from those of others.  -Show an awareness of morals and right and wrong beyond rules. | -Explain how some teachings and beliefs are shared between religions.  -Explain how religious beliefs shape the lives of individuals and communities.  -Explain the practises and lifestyles involved in belonging to a faith community.  -Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.  -Show an awareness of morals and right and wrong beyond rules.  -Show an understanding of the role of a spiritual leader. | -Explain how some teachings and beliefs are shared between religions.  -Explain how religious beliefs shape the lives of individuals and communities.  -Explain the practises and lifestyles involved in belonging to a faith community.  -Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.  -Explain some of the different ways that individuals show their beliefs.  -Explain why different religious communities or individuals may have a different view of what is right and what is wrong.  -Express their own values and remain respectful of those with different values.  -Show an understanding of the role of a spiritual leader. | -Explain how some teachings and beliefs are shared between religions.  -Explain how religious beliefs shape the lives of individuals and communities.  -Explain the practises and lifestyles involved in belonging to a faith community.  -Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.  -Explain some of the different ways that individuals show their beliefs.  -Explain why different religious communities or individuals may have a different view of what is right and what is wrong.  -Express their own values and remain respectful of those with different values.  -Show an understanding of the role of a spiritual leader. | -Explain how religious beliefs shape the lives of individuals and communities.  -Explain some of the different ways that individuals show their beliefs.  -Recognise and express feelings about their own identities. Relate these to religious beliefs or feelings.  -Explain their own ideas about the answers to ultimate questions.  -Explain why their answers to ultimate questions may differ from those of others.  -Explain why different religious communities or individuals may have a different view of what is right and what is wrong.  -Show an awareness of morals and right and wrong beyond rules.  -Express their own values and remain respectful of those with different values. | |