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

**Long Term Planning – R.E.**

|  |  |  |
| --- | --- | --- |
| **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 WorshipLAS (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 | ThankfulnessLAS (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 UC2a3Core and Digging DeeperWhat is the Trinity? | SalvationWhy 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 CompulsoryCommunity - Hinduism | Community (Islam)LAS | CreationUC 2a.1 (core)What do Christians learn from the Creation Story? | LAS AdditionalPilgrimage (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 ArtsLAS (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.  |