



Northwood Community Primary School – RE Long-Term Plan



Year Group	Autumn Term	Spring Term	Summer Term
Early Years	<p>R.E. is taught through the 'Understanding the World' aspect of EYFS. The children will learn about different festivals, communities, and families. They will learn how there are similarities and differences between themselves and others. The children will identify and ask questions about religious communities. They will find out about ways in which sacred texts are regarded, read, and handled by believers and respond imaginatively to questions about things that are interesting or puzzling in the world. The children will respond to stories about belonging and religious communities.</p>		
Year 1	<p>Christianity, Judaism, Hinduism. How did the world begin?</p> <p>Exploring a range of creation stories in imaginative ways, children present their own ideas using art and language. They consider how creation stories help some people understand what God is like.</p>	<p>Islam, Hinduism, Christianity. What do some people believe God looks like?</p> <p>Exploring how other people understand God on Earth; considering different representations of God and understanding why this is challenging.</p>	<p>Christianity, Ahimsa, Islam Why should we care for the world?</p> <p>Building on their understanding of creation stories, children explore beliefs about the relationship between humans and nature.</p>
Year 2	<p>Hinduism, Christianity, Judaism. What do candles mean to people?</p> <p>Children investigate the ways light is used in religious and worldview contexts. They explore different festivals through artwork and stories, use natural resources to create advent wreaths and explore different hanukiah to develop their understanding of the symbolism of candles during Hanukkah.</p>	<p>Christianity, Hinduism. Why do we need to give thanks?</p> <p>Using a range of sources children learn about beliefs around using offerings to show gratitude. They get hands-on with artefacts used during Hindu puja and write lyrics for a song of thanks.</p>	<p>Christianity, Islam, Judaism, Paganism. Where do some people talk to God?</p> <p>Exploring places of worship in the Muslim, Jewish, Christian, Alevi and Pagan worldviews, children investigate why people choose to go to places of worship.</p>
Year 3	<p>Christianity, Judaism, Buddhism. Where do our morals come from?</p> <p>Thinking about how people decide what it means to live a good life, children reflect on their own opinions about what is right and wrong and explore the reasons behind these beliefs.</p>	<p>Buddhism. What makes us human?</p> <p>Children interpret and use art to express beliefs about spirituality, inner self and the soul. They also design the cover and blurb for a book titled 'What makes us human?'</p>	<p>Christianity, Hinduism What happens if we do wrong?</p> <p>Investigating who has the authority to decide the consequences of wrongdoing; exploring beliefs of how wrongdoing affects the soul and ways in which some people seek forgiveness for wrongdoing.</p>



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Year 4	<p style="text-align: center;">Sikhism, Bahai. Are all religions equal?</p> <p>As children explore the origins of various religions, they discover geographical and historical connections among them. They investigate Sikh and Bahá'í beliefs and practices, reflecting unity and equality, and plan a promotional video, poster or slide show for World Religion Day.</p>	<p style="text-align: center;">Christianity, Judaism, Hinduism, Islam, Sikhism Just how important are our beliefs?</p> <p>Finding out how people show commitment to their beliefs, children ask questions about why people choose to demonstrate the importance of their beliefs in certain ways.</p>	<p style="text-align: center;">Christianity Why is the Bible the best-selling book of all time?</p> <p>Using historical skills and knowledge, the children explore how the Christian Bible that exists today developed by finding out about how some Christians use their Bibles.</p>
Year 5	<p style="text-align: center;">Christianity. Why doesn't Christianity always look the same?</p> <p>Thinking first as geographers and historians, children explore the spread of Christian beliefs worldwide. Through looking at artwork, history, case studies and first-hand accounts, they investigate why Christian worship looks different across the world when key beliefs are the same.</p>	<p style="text-align: center;">Religious Freedoms. Why do people have to stand up for what they believe in?</p> <p>Thinking about religious freedom, children use historical and modern-day examples of people, such as Guy Fawkes, who have fought for their beliefs. They use debate and critical analysis activities to discuss controversial issues.</p>	<p style="text-align: center;">Judaism, Christianity, Islam, Sikhism Why are some places in the world significant to believers?</p> <p>Using maps, pictures and texts, children investigate why some places are significant to some religions, exploring what places can tell us about beliefs and culture.</p>
Year 6	<p style="text-align: center;">Judaism, Islam. Why does religion look different around the world? (Part 1)</p> <p>Building on comparisons about the origins of the Abrahamic religions, children discover how some religious practices are observed. They consider how culture, tradition, migration and interpretation can affect how someone practices their religion.</p>	<p style="text-align: center;">Christianity Why is there suffering? (Part 1)</p> <p>Interpreting and exploring different sources of wisdom and beliefs about why there is suffering in the world. Children consider their own and others' ideas using critical thinking skills.</p>	<p style="text-align: center;">All religions including religious freedoms What place does religion have in our world today?</p> <p>Thinking about their own worldview and the religious make-up of their class, children use census data and digital mapping to explore what it can suggest about religion and what its limits are.</p>