RE Long Term Plan

Race Leys Infant School

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| Year Group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Reception | The RE curriculum covers the areas touching on them many times during the year through the different celebrations.  F.1 Which stories are special and why?  F.2 Which people are special and why?  F.3 Which places are special and why?  F.4 Which times are special and why?  F.5 Where do we belong?  F.6 What is special about our world and why? | | | | | |
| I can tell you about a story that is special to me.  I know a birthday is a special time and say what I can do to celebrate.  I can say other special times for me.  I know the word respect and can say how I can show this to others.  I can talk about what Jesus teaches about promises and say why keeping a promise is a good thing to do.  I can talk about food that is harvested at Harvest time. | (Christmas)  I can tell you a special story about Jesus.  I know that Christmas is a special time for Christians.  I know that the Bible is a special Christian book.  Diwali  I can tell you a special story about Diwali.  I know that Diwali is a special time.  I begin to notice how special stories are different.  I know that churches and temples are special places to some people.  I know we have a special place in our school where we can think. | I know who is special to me and can say why.  I can talk about the people who help and care about me.  I can talk about what special people do to show they care.  I can talk about a place where I feel safe.  (Chinese New Year)  I can tell you a special story about Chinese New Year.  I know that Chinese New Year is a special time.  I begin to notice how special stories are different. | I can say what makes a good friend.  I can show that I care about others.  I can say how other people care about me.  Easter  I know that in the Easter story Jesus was a good friend and he had good friends.  I can talk about how we welcome new babies. | I can name different feelings.  I can say how I might know how others feel.  I can say what I like in nature.  I can say a new thing I noticed on a nature walk.  I can say what is special about the things I see.  I can say how I can help to look after our world.  I can listen to the special things my friends like. | I can say when it might be a good idea to work with others.    I can say who I would like to work with.  I know how to be kind to the people in my group.  I can talk about belonging to school and other groups. |
| Year 1 | 1.1 Who is a Christian and what do they believe?  I can talk about some simple ideas about Christian beliefs, God and Jesus.  I can retell stories that show how Christians try to behave.  I can retell a story that shows what Christians might think about God (Noah)  I can recognise some Christian symbols and images used that express an idea about God.  I recognises the importance of religious artefacts.  I can talk about the importance of the Harvest festival.  1.6 How and why Christians celebrate special times.  I can describe how a religion shows how to care for each other. | 1.2 Who is a Muslim and what do they believe?  Introduction to Islam and what Muslims believe Allah is like.  I can talk about some simple ideas about Muslim beliefs about God.  I recognise some of the 99 Names of Allah. (Al Khaaliq – creation).  I recognise that Muslims do not draw Allah or the Prophet, but use calligraphy to say what God is like.  I can recognize some of the religious symbols belonging to Islam including the 5 pillars of Islam.  1.6 How and why do Christians celebrate Christmas?  I can say what Christians believe about Christmas and retell some of the Christmas story.  I can describe some of the main festivals or celebrations of a religion - sharing the Christmas story.  I can identify some ways Christians celebrate Christmas.  I can identify religious artefacts relating to Christmas  I can collect examples of what people do, give, sing, remember or think about at the religious celebrations and say why they matter to believers | 1.1 Who is a Christian and what do they believe?  I can recognise and name some symbols from Christianity and Islam. I can suggest what these might mean and their importance to believers  I can Look at Christian artefacts and say, what they tell Christians about God.  I can say what the Bible tells Christians about God.  1.2 who is a Muslim and what do they believe  I can talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad    I can re-tell a story about the life of the Prophet Muhammad  I recognise and describe the significance of particular objects and places to Muslims.  I can identify objects in a Mosque and say how they are used and what they mean to believers. | 1.1/1.2 Who is a Christian/  Muslim and what do they believe?  I can compare the similarities between stories told by Christians and Muslims – Jonah and Muhammed and the ants (caring).  1.1 Who is a Christian and what do they believe?  I can retell a story that shows what Christians believe about God and share what a story about God might mean.    I can talk about why God and Jesus are important for Christian people  I can talk about and ask some thoughtful questions about how the Bible influences Christians  1.6 How and why do Christians celebrate Easter?  I can describe simply some Christian beliefs about Jesus.  I can talk about ways in which Jesus was a special person who Christians believe is the Son of God  I can identify some ways Christians celebrate Easter  I can re‐tell stories connected with Easter and say why these are important to believers  I can collect examples of what people do, give, sing, remember or think about at the religious celebrations and say why they matter to believers | 1.5 What makes some places sacred?  I can identify special objects and symbols found in places of worship (Church, mosque) and say something about how they are used and what they mean.  I can talk about ways stories and objects, symbols and actions are used in churches and mosques to show what people believe.  I can visit (a church or) a mosque and ask good questions about what happens there.  Ask appropriate questions of a believer.  1.6 How and why do Muslims celebrate Ramadan and Eid?  I know how Muslims celebrate Ramadan and  Eid-ul-Fitr and how these might make them feel.  I can think of reasons why some people choose to fast during Ramadan.  I can give reasons why some people use music in celebrations. | 1.7 What does it mean to belong to a faith community?  I can think of symbols that show belonging for myself and other communities.  I can think about why symbols of belonging matter to believers (Christians and Muslims).  I can give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean  I can identify two ways people show they belong to each other when they get married. |
| Year 2 | 1.1 Who is a Christian and what do they believe?  I can retell a story that shows what Christians think about God.  I can talk about some simple ideas about Christian beliefs about God and Jesus.  I can talk about issues of good and bad, right and wrong arising from Christian stories.  I can ask questions about believing in God and offer ideas of my own (Miracles) | 1.3 Who is Jewish and what do they believe?  I can talk about how the Mezuzah reminds Jewish people about God.  I can talk about Shabbat and Hanukah and the significance of these to Jewish people.  I can give examples for what Jewish people do at Shabbat and Hanukah.  1.1 Who is a Christian and what do they believe?  I can retell the story of Christmas and explain why it is important to Christians. | 1.3 Who is Jewish and what do they believe?  I can ask good questions about Jewish artefacts and explain their significance to Jewish people. (Passover and Seder plate)  1.8 How should we care for others and the world and why does this matter?  I can answer questions like what would it be like if everyone followed the golden rule/Good Samaritan.  I can think about how I should care for others. | 1.6 How and why do we celebrate special and sacred times?  I can describe the link between a selection of Easter artefacts and the story and celebration of Easter events.  I can explain some Christian beliefs about Jesus (Easter)  CHURCH VISIT? I will check this!  If so,  I can visit (a church or) a mosque and ask good questions about what happens there.  Ask appropriate questions of a believer. | 1.4 What can we learn from sacred books?  I can recognise that sacred books contain stories which are special to many people and should be treated with respect.  I can compare the Jewish and Christian stories of Creation.  I can retell the story of Jonah and explain what it means for Christians.  I can talk about issues of right and wrong that arise in sacred stories.  I can suggest a meaning for the story of Muhammed and the Black Stone. | 1.8 How should we care for others and the world and why does this matter?  I can retell Bible stories and stories from another faith that about caring for others and the world.  I can identify ways that some people make a response to God by caring for others and the world.  I can identify two examples of religious believers caring for people. (Mother Theresa)  1.1 Who is a Christian and what do they believe?  I can explain what the story David & Goliath means to Christians. |