

**RE Long Term Plan - All Saints, Ullesthorpe and Sharnford CE Primary Schools 2022**

<b>CYCLE A</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>EYFS</b> Throughout the year study unit F6 'Which stories are special and why?'	<b>God/Creation F1</b> Why is the word <b>GOD</b> so important to Christians?	<b>Incarnation F2</b> Why do Christians Perform Nativity Plays at Christmas?	<b>Salvation F3</b> Why do Christians put a cross in an Easter garden?	<b>Salvation F3 continued</b> Why do Christians put a cross in an Easter garden?	F5 Which places are special and why? <b>Start this unit in spring 2 and continue in summer 1</b>	F4 Being special: where do we belong?
<b>Year 1</b>	<b>C/I/J 1.10</b> What does it mean to belong to a Faith Community?	<b>Incarnation 1.3</b> Why does Christmas Matter to Christians? <b>Core Learning</b>	<b>Islam 1.6</b> Who is a Muslim and how do they live? <i>Part 1</i>	<b>Salvation 1.5</b> Why does Easter matter to Christians? <b>Core learning</b>	<b>Islam 1.6</b> Who is a Muslim and how do they live? <i>Part 2</i>	<b>Gospel 1.4</b> What is the good news Jesus that brings?
<b>Year 2</b>	<b>Creation 1.2</b> Who made the world?	<b>Judaism 1.7</b> Who is Jewish and how do they live? <i>Part 1</i> <b>Include RE Focus Day</b> <b>Incarnation 1.3</b> <u>Why does Christmas Matter to Christians?</u> <b>Digging deeper</b>	<b>God 1.1</b> What do Christians believe God is like?	<b>C/I/J 1.8</b> What makes some places sacred to believers? <b>Include RE Focus Day</b> <b>Salvation 1.5</b> <u>Why does Easter matter to Christians?</u> <b>Digging deeper</b>	<b>Judaism 1.7</b> Who is Jewish and how do they live? <i>Part 2</i>	<b>C/I/J 1.9</b> How should we care for others and the world?
<b>Year 3</b>	<b>Creation/Fall 2A.1</b> What do Christians learn from the Creation story?	<b>Incarnation 2A.3</b> What is the Trinity? <b>Core learning</b>	<b>Hinduism L2.7</b> What do Hindus believe God is like?	<b>Salvation 2A.5</b> Why do Christians call the day Jesus died 'Good Friday'? <b>Core learning</b>	<b>Islam L2.9</b> How do festivals and worship show what matters to a Muslim?	<b>C/J/I/NR L2.12</b> How and why do people try to make the world a better place?
<b>Year 4</b>	<b>People of God 2A.2</b> What is it like to follow God?	<b>Hinduism L2</b> What does it mean to be Hindu in Britain today? <b>Include RE Focus Day</b> <b>Incarnation 2A.3</b>	<b>Kingdom of God 2A.6</b> When Jesus left, what was the impact of Pentecost?	<b>Gospel 2A.4</b> What kind of world did Jesus want? <b>Include RE Focus Day</b> <b>Salvation 2A.5</b>	<b>Judaism L2.10</b> How do festivals and family life show what matters to Jewish people?	<b>C/H/J L2.11</b> How and why do people mark the significant events of life?

		What is the Trinity? <b>Digging deeper</b>		Why do Christians call the day Jesus died 'Good Friday'? <b>Digging deeper</b>		
<b>Year 5</b>	<b>Islam U2.8</b> What does it mean to be a Muslim in Britain today? (Long unit)	<b>Incarnation 2B.4</b> Was Jesus the Messiah? <b>Core learning</b>	<b>People of God 2B.3</b> How can following God bring freedom and justice?	<b>Salvation 2B.6</b> What did Jesus do to save human beings? <b>Core learning</b>	<b>God 2B.1</b> What does it mean if God is holy and loving?	<b>C/NR U2.10</b> What matters most to Humanists and to Christians?
<b>Year 6</b>	<b>Creation/Fall 2B.2</b> Creation and Science: conflicting or complimentary?	<b>Judaism U2.9</b> Why is the Torah important for Jewish people? <b>Include RE Focus Day</b> <b>Incarnation 2B.4</b> Was Jesus the Messiah? <b>Digging deeper</b>	<b>Hinduism U2.7</b> Why do Hindus try to be good?	<b>Gospel 2B.5</b> What would Jesus do? <b>Include RE Focus Day</b> <b>Salvation 2B.6</b> What did Jesus do to save human beings? <b>Digging deeper</b>	<b>C/NR U2.11</b> Why do some people believe in God?	<b>C/H/NR U2.12</b> How does faith help people when life gets hard?

#### Key principles:

- Units in red are Understanding Christianity units.
- Units in blue are from the Leicestershire Agreed Syllabus 'Religious Literacy for All'.
- C = Christianity, H = Hinduism, I = Islam, J = Judaism, Hu = Humanist, NR = Non-Religious
- Incarnation and salvation are key concepts in Christianity and so Christmas and Easter will be explored in RE with the children every year. In years 2, 4 and 6, the digging deeper aspect of these units will be studied through an RE Focus Day.
- Across the school, children are looking at the same Understanding Christianity at a similar time – vertical links.
- Where possible, knowledge about different faiths is taught before it is applied in different units – horizontal links.
- In EYFS and Key Stage 1, the three faiths studied are Christianity, Islam and Judaism.
- In Key Stage 2, Christianity, Islam and Judaism are built on further and Hinduism, Humanism and people who class themselves as 'no religious' are introduced – diagonal links.
- Units will vary in length. For example, the Spring 1 units may need to extend into the first part of Spring 2.

- In line with research on cognitive science, some of the longer units have been split into two parts. This helps to avoid cognitive overload and aids the movement of knowledge from the working memory to the long-term memory.