

At the beginning of each theme week share the 6 major religions briefly and remind children that there are many different beliefs and our British values means that we respect everyone.

Morgans Primary School. RE Long term plan for all year groups EYFS – 6

	Autumn Term		Spring Term	Summer Term
	Autumn 1	Autumn 2		(Taught in Summer but Ramadan is changeable as Islamic calendar is lunar)
Years 1, 2 and 3	Creation Story and Harvest /Sukkot <u>Christianity and Judaism</u>	Christmas and Hanukkah <u>Christianity and Judaism</u>	Easter and right and wrong <u>Christianity</u>	Ramadan and Eid (14 th May – 15 th June) <u>Islam</u>
Years 4, 5 and 6	Creation Story and Harvest /Sukkot <u>Christianity and Judaism</u>	Christmas and Hanukkah <u>Christianity and secular/Humanism and Judaism</u>	Easter and right and wrong <u>Christianity/ Judaism and secular/Humanism</u>	5 pillars, Ramadan and Eid (14 th May – 15 th June) <u>Islam</u>

We have decided to focus on the Abrahamic religions of Christianity, Judaism and Islam, which all have a shared history and many stories in common.

All 6 major religions MUST be introduced by the time the children leave year 6 so please touch on them in topics when they come up e.g. Buddhism when studying Thailand, Hinduism, Sikhism and Buddhism when studying India, Diwali in EYFS, winter festivals in year 2 etc. They do not have to be studied in depth as they did before.

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Can be done on visit/with visitor + anything else you would like

Autumn 1 Creation and Harvest	Year 1	Year 2	Year 3
Beliefs and Practices	What do Christians believe God is like? Why do some people thank and praise God?	How do Christians celebrate the fruitfulness of the earth? How do Christian/Jewish people believe they can thank God? If we are made in the image of God, why are we all different?	Explore what it means to live as a Christian today.
Sources of wisdom	How was the world made? Why is the Torah read using a yad?	How and why are some stories important for religious people? Why do religions pass down stories from generation to generation (Sukkot)?	Let me tell you a story – explore the power of stories and their impact on followers. Does everyone share the same belief about how the world began?
Symbols and actions	What is Sukkot and how is it celebrated? Design and build a Sukkah (outside) explaining the symbolism of its features.	Why is light such an important religious symbol? Pupils compare their own feelings when in light or darkness. Look at the candles and stained glass windows. Consider how the light influences the atmosphere for celebration or prayer/reflection. Visit a place of worship and find out about the meanings for symbols of God. What is important about the design of some places of worship	How and why is it important to share food as part of Christian worship?
Prayer and worship	What makes a place holy? Explore artefacts from Judaism and their meaning in the context of prayer. How do people say thank you to God?	Explore 'The Lord's Prayer' through images. Why do some people pray to God for help?	How does The Lord's Prayer help Christians to show their commitment to their faith? What are the ark and ner tamid and how are they used in Jewish worship?

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		What can we find out about Christianity through visiting a church?	
Identifying and belonging	Discuss the different groups pupils belong to and consider the ways these contribute to their well-being. What is important to the children and their families? Why does Shabbat have a special place for Jewish families? Explore wearing of the Tallit/Kippah/Teffilin in Judaism.	How do some people show that God is everywhere? What does it mean to be a follower? Ask Christian lay people or ministers to talk about what it means to belong to a church and to be a follower.	Develop imaginative and creative ways of expressing some of their own community commitments including those of their faith or belief. What does it mean to belong to a faith community? How can beliefs affect how we behave?
Ultimate questions	What do Christians/Muslims/Jews believe about how the world was created? Where is God? Who made the world?	Who am I? Where do I belong? Explore big questions e.g 'What might heaven be like?' Read Why is the Sky Blue? By Sally Grindley	Identify themes in pictures of stained glass and why. What do Christians believe happens after you die?
Human responsibility and values	What makes humans so unique? What do faith stories tell us about the way people should look after each other and the world? Create a recipe for living together happily.	Explore the relationship between humans, their environment and other living creatures and things.	Whose world is it? Who should take responsibility for looking after it? How do communities work together in times of trouble or crisis? What rules do different religious communities follow about caring for the world / each other?

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Justice and Fairness	Why do we need rules? How do we know how and when to be good?	Explore a Christian charity that focuses on justice and fairness e.g. Salvation Army, Christian Aid	Apply their own ideas about justice and fairness to the work of charities such as Hertford Food bank
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Autumn 1 Creation and Harvest	Year 4	Year 5	Year 6
Beliefs and Practices	How are the same celebratory events expressed in two contrasting religions? (Harvest/Sukkot)	Why are the same thematic celebrations expressed differently in different religions? (Harvest, Sukkot etc) How might the Sabbath be a precious gift?	What does it mean to live as a Christian/Jew in Britain today? How can God be different things to different people?
Sources of wisdom	What is wisdom? Where does wisdom come from and who decides what is wise? Why is the Torah so important and how is it used in a synagogue?	What is the meaning and significance of the Lord's prayer? The Shema, a prayer central to Judaism, means 'listen'. What might it ask Jews to hear?	Why and how is the Torah considered a cherished source of wisdom and guidance for living? What defines wisdom?
Symbols and actions	Explore Lammas day and why people traditionally brought bread to church.	'And you shall bind them as a sign' (Deuteronomy 6:8) How and why are the tallit, teffilin and kippah used as signs and symbols in prayer?	What is a Mezuzah and why is it important to Jews?
Prayer and worship	How do people of no religious faith show they are thankful for their lives and our world? What is teffilin and how is it used in Jewish worship?	How do prayers such as the Shema and The Lord's prayer enhance worship?	Do Christians need to worship in a Church to connect with God?
Identifying and belonging	Why might some believers talk to their priests and not directly to God?	Being Kosher and observing Shabbat are important ancient laws kept by some Jewish people; what are the challenges for modern Jews to follow them?	Pupils explore and compare the lives of key leaders from Christian or Jewish contemporary life, describing the challenges they have faced and the commitments by which they live. What are the main Christian/Jewish groups represented in Britain?

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			How can belonging to a faith have many different interpretations?
Ultimate questions	<p>Pupils discuss and debate reasons why different people have different ideas about God.</p> <p>Linking with the expressive arts, create works of art or music which expresses their understanding of a range of ultimate questions, focusing on, for example, creation, God and Heaven.</p> <p>Using the story structure of Adam and Eve, what is the conflict and where do Christians find the solution?</p> <p>What different things do people believe about how the world began?</p>	<p>Creation and science. Contradictory or complimentary?</p> <p>If theological ideas such as God, prayer or life after death are rejected, how do people decide what is true? Where do non-religious people find answers to difficult questions?</p> <p>What might Heaven look like?</p> <p>What do Jews and Christians believe about life after death?</p> <p>If God made the world, why isn't it perfect? Where does God reside? Is he everywhere, inside the heart or far beyond this world? Why do natural disasters happen in the world?</p> <p>Is Heaven the same for all religions?</p> <p>How many Heavens are there?</p>	<p>Discuss different perspectives on questions about the beginnings of life on Earth so that they can describe different ways science and religions treat questions of origins. Why are there different accounts?</p> <p>Discuss and debate reasons why different people have different ideas about the divine for example, whether God is real and what God is like.</p> <p>Develop understanding of beliefs about life after death in religious and non-religious settings through seeking answers to their own questions.</p> <p>How can belief help in understanding what happens when someone dies?</p>
Human responsibility and values	<p>What do Christians believe about the relationship between humans, their environment and other living creatures?</p> <p>How could humans exercise responsibility for the environment?</p>	<p>Explore the Jewish concept of 'Tikkun Olam' (repairing the world) and why might some people think the world is broken.</p>	<p>How might some Jewish values impact the lives of some Jews?</p> <p>What is God's plan?</p> <p>Should religious buildings be sold to help world poverty?</p> <p>What does it mean to be human?</p>
Justice and Fairness	<p>Explore the story of Passover and how God punished those who kept His people as slaves.</p>	<p>Consider the 10 commandments expressing ideas about right and wrong in the light of their learning. 'Deliver us from evil' Why is there evil in the world?</p>	<p>Explore the Jewish practice of giving Tzedakah for example, through Mitzvah Day and other communal projects.</p> <p>Why isn't the world just and fair?</p>

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		Why do 'good' people do bad things? How do you overcome evil and promote goodness?	
Autumn 2 Christmas Christingle	Year 1	Year 2	Year 3
Beliefs and Practices	How do festivals bring people together? What are the ingredients of a festival? How and why do people celebrate the birth of a new baby? Explore the story/celebration of Christmas. What does the story mean and how and why is it celebrated?	Explore the story/celebration of Christmas. What does the story mean and how and why is it celebrated? Why does Christmas matter to Christians? What events are Christians remembering at Christmas? How is light used in the festival of Hanukkah?	Explore how Advent and Christmas are celebrated around the world.
Sources of wisdom	Why is the Bible holy and sacred for Christian people?		
Symbols and actions	Why is a star such an important religious symbol?	Why is light such an important religious symbol?	How is light symbolic in some religions? Explore the power of light and how it is used to convey meaning in different religions.
Prayer and worship		What are carols?	
Identifying and belonging	How and why do people have special ways of welcoming babies? Role play aspects of a baptism through drama and song		
Ultimate questions			

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Human responsibility and values	Ask Janet Bird – Christmas Alone How do the religious groups in your local community look after people and the world? What is carried out locally for the benefit of the whole community? Ask a Christian leader how they show care and concern for the people in their faith and local community. How do they look after the world?	How can we live together when we are all so different? Pupils share ideas on how we know that people come from different religions. Investigate what the local council provides for their community throughout the year.	How do communities work together at times of trouble or crisis? Discuss and apply ideas from different religious codes and worldviews for living to compile a charter of their own moral values, highlighting respect for all.
Justice and Fairness			Apply their own ideas about justice and fairness to the work of charities such as Oxfam

Autumn 2 Christmas Christingle	Year 4	Year 5	Year 6
Beliefs and Practices	Describe spiritual ways of celebrating different festivals and reflect on the reasons why some people value such celebrations very highly but others do not at all. Consider what is significant about myrrh in the events of Christmas. Why was this an important gift and how does it relate to events in the Christmas story?	What is the difference between sacred and secular Christmas?	Is Christmas only for Christians?
Sources of wisdom	Why do psalms, poems, carols and stories affect followers in different ways? How do believers	Who are the key figures in the Jewish religion? Why are they regarded as sources of wisdom?	

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	interpret these in their different communities?		
Symbols and actions	How and why is Christmas celebrated differently within the global Christian family?	How are light, candles, water, food, bells, trees, stars symbolic?	
Prayer and worship		Discuss the difference between prayer and being peaceful.	The Dalai Lama said, 'there is no need for temples, no need for complicated philosophies. My brain and my heart are my temples; my philosophy is kindness.' Discuss in light of worldviews (Humanism, atheism etc).
Identifying and belonging			How does faith affect the way some Christians live their lives today? 'One world, one love'. How can people with different beliefs live in harmony together?
Ultimate questions			
Human responsibility and values	Why might there be different ideas about what is important and what is valued?	How do some communities choose who they will help? How can actions reflect moral codes of conduct?	Why should religious communities care about social justice? What rules about caring for the world do religious communities follow? How do Humanists interpret the message of 'The Golden Rule' for humankind?
Justice and Fairness		Write persuasively about the reasons why people who have a	Are we responsible for each other; does helping others mean

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		particular religious background or non-religious worldview try to help people who are vulnerable e.g. natural disasters, victims of prejudice, disabled, those affected by war.	we should expect something in return?
Spring Easter and right and wrong	Year 1	Year 2	Year 3
Beliefs and Practices	Explore the story/celebration of Easter. What does the story mean and how and why is it celebrated? What events are Easter remembering when and believing when they celebrate Christmas?	Explore the story/celebration of Easter. What does the story mean and how and why is it celebrated? Why does Easter matter to Christians? What would you give up for someone else?	Explore how Easter is celebrated around the world.
Sources of wisdom	Respond to stories from sacred texts identifying values shown by a different story characters. What is the good news that Jesus brings? Explore and tell some parables through drama.	Consider why certain types of character are shared by many religious stories. Why did Jesus tell parables? Are some of these relevant today? What does the parable of the Good Samaritan mean today?	What makes a 'special' book a 'sacred' book and how should it be treated? Who was Jesus and what did he do? Can you be a Christian without reading the Bible? Why might it be important to have personal heroes?
Symbols and actions	Use photos or religious artefacts identifying the group to which these belong.	How are different Christian crosses represented in different countries of the world?	What actions might symbolise a believers' humility? E.g. Washing others' feet, serving the community

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			<p>What importance does the cross have for Christians?</p> <p>Enquire into beliefs, symbols and actions of worship such as kneeling, silence, making music, sharing food, speaking to God</p>
Prayer and worship		<p>What can we find out about worship in the local community?</p> <p>How does praying the Rosary help some Christians to understand Jesus?</p>	<p>What did Jesus teach about prayer? (Luke 11:1-4 and Matthew 6:9-13)</p>
Identifying and belonging	<p>How and why do people celebrate special Holy times? E.g. birth ceremonies.</p>	<p>Why do religious communities need leaders?</p> <p>Using creative media, explore how we can live together when we are all so different.</p>	<p>Learn about the role and duties of religious leadership and the impact/importance on followers and in their own lives.</p> <p>Why are some Christian leaders called Father?</p> <p>How do you know where you belong?</p> <p>What makes a religious leader?</p>
Ultimate questions	<p>Why is Jesus so important to Christians?</p> <p>Discuss how several religions are 'God' centred.</p>	<p>What do Christians believe God is like? How do they imagine Him and why?</p> <p>How is the victory of good over evil expressed in Christianity? E.g. parables</p> <p>What might Heaven be like?</p> <p>How have different people expressed their ideas about God?</p> <p>What are their own ideas about</p>	<p>Why are there some questions about life to which we don't have answers?</p> <p>What might God want to say to the human race?</p> <p>Who would God want to meet or share a meal with?</p>

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		God? If you met Jesus, how would you describe him? Where would Jesus visit in Hertford? Why?	
Human responsibility and values			What kind of world did Jesus want? What are the most important attitudes and values he inspired?
Justice and Fairness	<p>Which faith stories help some people learn about spiritual and moral values?</p> <p>Listen to and reflect on three moral stories and make connections on how characters behave in them.</p> <p>Refer to school values and link these to choices made by the people in stories.</p> <p>Conduct a quiet reflection or guided visualisation on the new commandment that Jesus gave to love one another and explore how this can be linked to the values in our school.</p> <p>What does it mean to stand up for good?</p>	<p>How have people of faith influenced the world by their actions? How can faith stories guide us in our choices of what is right and wrong?</p> <p>How might stories and parables that Jesus told influence the behaviour of Christians?</p> <p>Was it fair that Jesus died on the cross?</p> <p>Explore through drama how choices can affect behaviour.</p> <p>Is it only religions that help us to learn about what is right and wrong?</p>	<p>Explore stories that show justice and fairness Parable of the sheep and the goats, Zaccheus the tax collector, the widow's mite.</p> <p>Who decides what is right and wrong?</p>

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Spring Easter and right and wrong	Year 4	Year 5	Year 6
Beliefs and Practices	<p>Consider what is significant about myrrh in the events of Easter. Why was this an important gift and how does it relate to events in the Easter story?</p> <p>Which is more important for Christians: Christmas or Easter? Why do Christians call the day Jesus died Good Friday? – include terms incarnation and salvation.</p>	<p>Explore spiritual ways of celebrating Easter and reflect on the reasons why some people value such celebrations very highly, but others not at all. What are the foundations of the Eucharist?</p> <p>Develop understanding of Christian concepts through exploring incarnation, temptation, resurrection, salvation and ascension. Why is Easter marked differently within the same faith community?</p>	<p>Why aren't all Christians baptised?</p> <p>How do Humanists mark rites of passage? Birth, marriage, death?</p>
Sources of wisdom	<p>Why and how do religious artefacts help believers to understand and connect their faith? When Jesus left, what was the impact of Pentecost?</p>	<p>What did Jesus do to help human beings?</p> <p>What do the miracles of Jesus teach Christians today?</p>	<p>What would Jesus do?</p> <p>How are the gifts of the spirit used today?</p> <p>How are psalms sources of wisdom?</p>

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Symbols and actions	How can art, architecture and icons express meaning beyond words?	How do Jews and Christians today celebrate Passover and Easter? Was Jesus the Messiah? If Jesus/Moses returned today, where would they go? What would they do?	How is religious faith expressed in poetry, film, stained glass and drama? How can the use of wine have a powerful symbolic place in some faiths yet not be permitted in others?
Prayer and worship	What can we find out about the Eucharist through visiting a local church or listening to a practising Christian? Who hears our prayers and how are they answered? Should prayer be silent?	'Christians don't go to church; Christians are the church.' What does this mean? How do church buildings reflect the similarities and differences in Christian belief?	Does prayer make a difference?
Identifying and belonging	Do you need to have a faith to know what commitment means? Why is it important to have personal heroes?	How do Jews and Christians today celebrate Passover and Easter? Was Jesus the Messiah? If Jesus/Moses returned today, where would they go? What would they do?	What qualities do religious leaders/authority figures need to have? What might be the most difficult aspect of being a Christian/Jew /Humanist today?
Ultimate questions	Why don't we know what happens when we die? Why are there good and bad people in the world?	What is meant by a 'soul'? What is the Trinity?	Why do some artists represent Jesus as a person from their own culture?
Human responsibility and values	What does Jesus teach about the value of forgiveness? How might religion help people to be good? How do Humanists	Look at number of religious people in Britain and Hertford today. What religions and how many?	What do Jews, Humanists and Christians teach about how people can live together for the well-being of all?

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	show care and responsibility for others?		How can following God bring freedom and justice?
Justice and Fairness	Does fairness mean everyone gets the same? Discuss Ghandi's statement 'You must be the change you want to see in the world'	Explore religious responses to justice and fairness. Christianity (Hebrews 13 V6) Judaism (Tenakh Micah 6 V8) Islam (Qu'ran 16:90) How do non-religious people decide what is a good life?	Learn about lives of children in early events of the Holocaust. Humanitarian Kindertransport operation, explore prejudice, courage and faith. Reflect on the choices people make and ideas of right and wrong.
Summer Ramadan and the 5 pillars	Year 1	Year 2	Year 3
Beliefs and Practices	Explore the story/celebration of Eid. What does the story mean and how and why is it celebrated? Explore the practice of fasting for Ramadan and Eid.	Explore the story/celebration of Eid. Ask how and why questions about people's religious practice. Why is it traditional for Muslims to wash before they worship? Explore the practice of fasting for Ramadan and Eid.	How do many Muslim communities welcome new babies? What is the significance of whispering to a baby and shaving its hair?
Sources of wisdom	Why is the Qu'ran holy and sacred for Muslims? How do Muslims look after and read the Qu'ran?	Why are some books called holy or sacred?	How does the life of Muhammad affect the lives of most Muslims today?
Symbols and actions	Why does a prayer mat become holy when a Muslim prays on it?	How and why do some Muslims wash and pray in a daily pattern?	How do some Muslim people use the 5 pillars to express commitment to their faith?
Prayer and worship	Explore examples of religious artefacts from Islam asking questions, finding out their meaning and use in prayer and worship.	Explore examples of religious artefacts from Islam asking questions, finding out their meaning and use in prayer and worship. Invite a Muslim to	Investigate the role of the Mosque and why it plays a significant part in a religious community.

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		school to explore prayer, worship and reflection.	How is the architecture of a mosque important for prayer?
Identifying and belonging		Why is God important to some people?	How does fasting together and Eid help Muslims to belong?
Ultimate questions	Learn that several principal religions are God centred.		How do the 99 names of Allah describe the attributes of God?
Human responsibility and values		Why is Zakat important to so many religious people?	
Justice and Fairness			

	Year 4	Year 5	Year 6
Summer Ramadan and the 5 pillars			
Beliefs and Practices	What is it like to follow God? Why do some people make pilgrimages? Why do Muslims carry out Hajj? Does a place of pilgrimage need to have a spiritual connection?		What motives do Muslims have for making the spiritual journey of Hajj? Why is it seen as an outward and inward spiritual journey?
Sources of wisdom	What do Muslims believe about the origins and authority of the Qu'ran? How might the Qu'ran help to guide many Muslims in their daily lives?	What can the story of Muhammad tell us about the inspiration for Muslim beliefs? Why were all the sacred texts written so long ago and are they still relevant?	
Symbols and actions	What does submission to Allah mean for some Muslims in everyday life?	How do our actions reflect our values?	Explain how the rituals of Hajj can communicate meaning.

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	When do actions and expressions of belief show commitment?	How might silence be considered an action?	
Prayer and worship	Explore the words of the first Surah in the Qu'ran. Is prayer only possible in a sacred place? Why do some believers need to go to a place of worship to pray?	Write some poems or meditations suited to particular occasions and traditions	If we can have multi-faith prayer spaces, can we be people of multi-faith?
Identifying and belonging	Why do some Muslims pray five times a day whilst others do not? Explore how the 5 pillars guide and support many Muslims in their daily lives.	Who am I? What defines us and what is our purpose? Is it really possible to change into a different faith from the one into which you were born?	Describe similarities and differences in the ways two different traditions express what belonging means. What does it mean to take your religion or worldview seriously? Who decides what makes someone a prophet?
Ultimate questions		If there were room for another religion in the world, what would it look like?	
Human responsibility and values	Describe the impact of Muslim teaching of Zakat.		What footprint should we leave on the world?
Justice and Fairness	Describe the impact of Muslim teaching of Zakat.		Should the law of the land affect the way religious people choose to live their lives?