



## Templenewsam Halton Primary Religious Education Long Term Plan



	Autumn	Spring	Summer
<b>Early Years</b>	<p><b>Who and what is special to us?</b></p> <p>Children will think about special places, people and objects in their everyday lives. My family and my life story inc. family history.</p> <p><b>Celebrations and Festivals</b></p> <p>Understand that different people have different faiths and explaining their families customs and routines in relation to celebrations. Christmas, Harvest festivals, Diwali, Hannukah.</p>	<p><b>What makes a good helper?</b></p> <p>Who helps us and how can we help other people. Helpful in the classroom. The giant turnip the Lion and the Mouse.</p> <p><b>New Year &amp; new beginnings</b></p> <p>New Year, Chinese New Year, Easter, Pancake day, Mothering Sunday. Explain their families customs and routines in relation to celebrations.</p>	<p><b>What can we see in our wonderful world?</b></p> <p>Understanding differences between different religions and cultural communities. Asking questions and taking turns. Church visits.</p> <p><b>Celebrations</b></p> <p>Eid - explaining their families customs and routines in relation to celebrations.</p>
<b>Year 1</b>	<p><b>Which stories and books are special?</b></p> <p>Children will hear Old and New Testament bible stories and stories from the Koran. Telling stories and making comparisons between the stories. Children will learn</p>	<p><b>What does it mean to belong to a church or a mosque?</b></p> <p>Children will learn about what it means to belong to a church or mosque. They will learn what they might see in a mosque or</p>	<p><b>Who brought messages about God and what did they say?</b></p> <p>Children will listen to stories from the Old Testament and begin to name important figures from these stories. Children will</p>

	<p>about stories with morals and why these stories are important.</p> <p><b>How do we celebrate special events?</b></p> <p>Children will look at the concept of celebration. Linking the ways in which we celebrate special events and how religions mark festival days. It will help develop children's understanding of celebrations, including religious festivals. Children will think about how they celebrate festivals. Harvest, Diwali, Christmas, Hanukkah</p>	<p>church building, and what the people do when they go there. They will begin to understand that there are differences and similarities between churches and mosques, but that not all churches or mosques are the same. They will learn that churches and mosques are special places for the people who go there.</p> <p><b>How and why do we care for others?</b></p> <p>Children will question and begin to develop an awareness of what 'caring' looks like for different pupils and people of different faith backgrounds.</p>	<p>begin to develop an understanding of Christians ideas and how they live now because of these stories.</p>
<p><b>Year 2</b></p>	<p><b>How is new life welcomed?</b></p> <p>Children will learn how babies are welcomed into families. They will think about how it is important to welcome people and especially new babies considering baptism and the aqiqah and be aware that there are other ceremonies as well, including non-religious ceremonies.</p> <p><b>How can we make good choices?</b></p> <p>Children will think about how they make moral choices, starting with school environment, what makes a happy classroom, and why rules are important. Children will look into moral codes from</p>	<p><b>How and why do people pray?</b></p> <p>Introduction into how any why Muslims and Christians pray.</p> <p><b>How can we look after our planet?</b></p> <p>Children will learn about the views of different religions/beliefs of the origins of the world. They will think about how religious and non-religious people and organisations show care and concern for the planet.</p>	<p><b>What did Jesus teach and how did he live?</b></p> <p>Children will focus on stories from the life and teachings of Jesus. Thinking about what is a 'calling' and what was Jesus' special role. There is a focus on how beliefs affect how Christians live their lives. They reflect on the importance of Jesus' teachings for Christians today. By learning about some stories of Jesus, and particularly about how Jesus healed and cared for people.</p>

	<p>Christianity, Judaism and Islam including the Ten Commandments and the Five Pillars. They also look at non-religious stories and how these show some guidelines for life.</p>		
<b>Year 3</b>	<p><b>How do Jews remember God's covenant with Abraham and Moses?</b></p> <p>Children will focus on what it is like to be Jewish and the covenant with God, exploring beliefs about God. They will hear stories of Abraham, Noah and Moses focussing on how Moses is a key leader. They will explore how Jewish people live their lives in line with Jewish stories and beliefs as well as learn about Synagogues, Torah scrolls and key Jewish celebrations.</p> <p><b>What is spirituality and How do people experience this?</b></p> <p>Children look at the concept of spirituality and focus on creative ways in which spirituality may be shown in a person's life. They will explore how religious communities and individuals express beliefs and emotions.</p>	<p><b>What do Christians believe about a good life?</b></p> <p>Children will learn the importance of the bible to Christians and how this helps them live their lives. They will learn about Jesus' teaching about rules and behaviour in relation to a variety of bible stories and parables. Children should reflect if they can relate to these stories themselves.</p> <p><b>What do creation stories tell us about our world?</b></p> <p>Comparing and contrasting creation stories from Christianity, Judaism and Sikhism. The children will consider how these stories have impacted upon the faiths in the past and how relevant they are today.</p>	<p><b>Who can inspire us?</b></p> <p>Consider leadership and introduce the children to Jesus, The Prophet Muhammad and Moses as important leaders for Christians, Muslims and Jews. They will learn about the specific characteristics of specific leaders, why they are inspirational and how they taught key elements of the faith through stories</p>
<b>Year 4</b>	<p><b>How are important events remembered?</b></p> <p>This unit will explore festivals of light from Judaism, Sikhism, Hinduism, Paganism and Ancient Civilisations. It will consider how some festivals use light as a</p>	<p><b>What faiths are shared in our country?</b></p> <p>Children will look at different places of worship in the local and wider community and their significance to believers. It is important throughout this unit that teachers</p>	<p><b>Why are Gurus at the heart of Sikh belief in practice?</b></p> <p>Children will explore the concept of 'guru' in Sikhism as an introduction to Sikh religious belief and practice. It begins by exploring</p>

	<p>representation of hope, joy, remembrance and reflection.</p> <p><b>What faiths are shared in our country?</b></p> <p>Children will look at different places of worship in the local and wider community and their significance to believers. It is important throughout this unit that teachers draw on how places of worship are used by the community as a whole e.g. playgroups, youth organisations, community groups.</p>	<p>draw on how places of worship are used by the community as a whole e.g. playgroups, youth organisations, community groups.</p> <p><b>How do the Five Pillars guide Muslim people?</b></p> <p>Children will look at Muslim beliefs and practices, including the belief in Allah and the importance of the Prophet Muhammad. They will learn about the Five Pillars of Islam as a way of focusing on key beliefs for Muslims.</p>	<p>the concept of 'guru' as a religious teacher before introducing Guru Nanak, focussing specifically on his epiphany (experience of God) and subsequent teachings about God and social justice.</p>
<p><b>Year 5</b></p>	<p><b>Why are some journeys and places special?</b></p> <p>Children will explore the special journeys that people make including pilgrimages and spiritual journeys as well as metaphorical journeys through faith. It also looks at where these journeys are to, why they are undertaken and what people learn from them. Children will look at the sacrifices that people make in order to carry out the journeys and how this enriches people's lives.</p> <p>Special Journeys includes pilgrimages from the following religions: Judaism, Sikhism, Christianity and Islam.</p>	<p><b>What values are shown in codes for living?</b></p> <p>Children will identify values in human life, and think about their own values, with special reference to the values of Christians, Humanists, Jews and Muslims. The focus is on the way in which stories and texts communicate values, and the ways in which values make a difference to our lives. Pupils are encouraged to consider what can be learnt from Christian, Jewish, Muslim and Humanist ideas for themselves.</p> <p><b>Should we forgive others?</b></p>	<p><b>What do Christians believe about the old and new covenants?</b></p> <p>Children will look at some of the different covenants between God and various key figures in the Bible in both the Old and New Testament, including Abraham, Moses, David and Jesus. It explores core beliefs of Christians regarding these covenants and their importance. It also makes comparisons to different faiths' views of these people.</p>
<p><b>Year 6</b></p>	<p><b>How do Sikh's show commitment?</b></p>	<p><b>What do Christians believe about Jesus' death and resurrection?</b></p>	<p><b>How do Jews remember the Kings and Prophets in worship and life?</b></p>

	<p>Children will build on prior knowledge and understanding of Sikhism including worship practices. They will reflect on areas of faith in action in Sikhism and begin to understand and evaluate concepts such as values (and how they inform religious practice), symbols, commitment and service within Sikhism.</p>	<p>Children will explore how Christians understand the significance of Jesus' death and resurrection, considering narratives such as: Palm Sunday and the link to kingship (John12:12-15); Maundy Thursday and the Last Supper. Children will hear stories from the Gospels around Holy Week and the Easter story, and study the celebrations of Jesus' death and resurrection, to explain links between scripture sources and Christian beliefs.</p> <p><b>How does growing up bring responsibilities?</b></p> <p>Children should begin to reflect on their own beliefs, values and feelings about their own lives and about the world around them. Children will explore the responsibilities and opportunities that arise as young people grow into adulthood. It investigates religious and secular responses to growing up, including rites of passage. As part of the study, pupils consider their own values, beliefs and commitments.</p>	<p>Children will build on previous learning about the covenant with God and how Jewish people live and celebrate their faith today. Children will learn about the great prophets, ideas expressed in stories, celebration, ritual and action, great festivals and how Jewish people try to live.</p>
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