They shall have life, life in all its fullness’

(John 10:10)

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| **Religious Education- Whole School Long Term Plan** |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **EYFS** | **Belonging**What makes people special? | **Belonging**What do religious people learn from stories? | **Celebration**How do celebrations bring Christians together in different ways? | **Celebration**What times are special for Christians?Easter focus | **World, Personal Belief and Belonging**Different places of worship | **World, Personal Belief and Belonging**How do Christians, Jews and Muslims say we should look after the world? |
| **Year 1** | **God the world and self**What do people believe about God? How are people special?  | **Belonging: Celebration**How do people celebrate special times?  | **Personal belief.****Marking life’s journey**How do people decide what is right and what is wrong? Is there an afterlife? | **Belonging: Celebration**Why do people mark Easter in different ways? | **Belonging**What does it mean to belong?How do groups express this differently? | **Belonging**Why are some places more important to people than others? |
| **Year 2** | **Authority and Personal Belief**Why are stories important in different ways? | **Authority and Personal Belief**How are stories puzzling and what can people learn from them? | **Authority**What might people learn from the story of Abraham? | **Personal Belief**How do people choose what is right and wrong? | **Authority**Why are leaders, symbols and artefacts important? | **Belonging**How do religious/non-religious families show that they belong? |
| **Year 3** | **God and his people: God the world and self**. How do religious and nonreligious people talk about God? | **Good and his people: Authority** How do people decide what they believe is right or wrong? | **Important religious figures: R/W in wider world.** Why is there diversity within beliefs? | **Important religious figures: Marking life’s journey.** How do people talk about life after death? | **Beliefs into practice: The self, Authority** How do beliefs shape identity? | **Beliefs into practice: Belonging** What does it mean to be a part of a religious community or w/view? |
| **Year 4** | **Life as a believer: Personal Belief**How do beliefs shape people’s lives? How have they changed over time? | **Life as a believer: God, the world and self**What do different Christians believe God is like? | **Festivals and important celebrations: R/WV in wider world der world**How have religious people contributed to local and global society? | **Festivals and important celebrations: R/WV in wider world der world**Where do religious and non-religious ideas come from? | **Caring for others: God the world and self; Personal Belief R/WV in wider world.** What kind of world do we want to live in? What impact can I have? | **Caring for others:****God the world and self; Personal Belief R/WV in wider world.** What kind of world do we want to live in? What impact can I have? |
| **Year 5** | **Key figures**How do Hindus make sense of their world? Why is light important? | **Key figures**How do people use sources of authority to determine beliefs? | **Living a religious life**How can other people’s beliefs inspire our lives? | **Living a religious life**How have expressions of belief influenced art and music? | **Life’s big events**What do people believe about the origins of the world? | **Life’s big events**Are journeys important? Is life a journey? |
| **Year 6** | **Life, death and the afterlife**How have beliefs about God changed over time? | **Life, death and the afterlife**What difference does the resurrection make for Christians? |  **Bible Explorers**Exploring the journey from Creation, following the Patriarchs, Moses, Joshua, Judges, Kings through to the prophets and how God’s people are awaiting their Saviour. | **Bible Explorers**Exploring the journey from Creation, following the Patriarchs, Moses, Joshua, Judges, Kings through to the prophets and how God’s people are awaiting their Saviour. | **Transition Curriculum** |