



Chapel End Primary School Long Term Overview for Religious Education



NURSERY LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LET'S CELEBRATE!	TAKE ONE PICTURE!	GROWING!	AMAZING ANIMALS!	OUR WONDERFUL WORLD!
UNDERSTANDING THE WORLD RE/FESTIVALS	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					
<p>Our Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.</p> <p>They will begin to understand and value the differences of individuals and groups within their own community.</p> <p>Children will have opportunity to develop their emerging moral and cultural awareness.</p>	<p>- I enjoy joining in with family customs and routines Which people are special and why? Being special: where do we belong? Belonging to their family Being part of the Chapel End family Which stories are special and why? Diwali</p>	<p>- I can remember and talk about significant events in my own experience What times are special and why? Which stories are special and why? Christmas</p>	<p>- In pretend play I can imitate everyday actions and events from my own family and cultural background What times are special and why? Chinese new year</p>	<p>I can recognise similarities and differences What times are special and why? Which stories are special and why? Easter What places are special and why? Church at Easter</p>	<p>I know that I have similarities and differences that connect me to and distinguish me from others What is special about our world? Awe and wonder: growth and change of animals</p>	<p>I can develop my sense of responsibility and membership of a community What is special about our world? Summer Solstice</p>
	<p>- I am interested in photographs of myself and familiar people and objects</p> <p>- I am curious about people and show interest in stories about myself and my family</p> <p>- I can talk about what I was like when I was a baby</p>	<p>- I show interest in different occupations (Eg: fire fighters/nurse/police officers)</p> <p>- I enjoy celebrating my birthday and that of others</p> <p>- I can make observations about my immediate environment</p> <p>- I can, in pretend play, imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea.</p>	<p>- I can begin to make sense of my own life-story and family's history</p> <p>- I can identify where things belong in my environment Eg: where my bottle/coat/painting goes</p>	<p>- I can talk about environments in stories</p> <p>- I can talk about places I have visited (e.g.: the park/ASDA)</p> <p>- I can follow positional language instructions</p> <p>- I am beginning to notice changes in my environment</p>	<p>- I can see my new friends have similarities and differences that connect them to, and distinguish them from, others</p> <p>- I can talk about places in and around school</p>	<p>- I can use simple positional language</p> <p>- I am beginning to talk about and describe changes in my environment</p>



RECEPTION LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LET'S CELEBRATE!	TAKE ONE PICTURE!	GROWING!	AMAZING ANIMALS!	OUR WONDERFUL WORLD!
UNDERSTANDING THE WORLD RE / FESTIVALS	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					
<p>Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.</p> <p>They will begin to understand and value the differences of individuals and groups within their own community.</p> <p>Children will have opportunity to develop their emerging moral and cultural awareness.</p>	<ul style="list-style-type: none"> Identifying their family. Commenting on photos of their family; naming who they can see and what relation they are to them. I can describe people who are familiar to me Show interest in the lives of other people who are familiar to me I can recognise that people have different beliefs and celebrate special times in different ways Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. I can show an interest in different occupations and ways of life I can draw a simple map I can talk about things I have observed such as animals I show care for living things (pets) I can ask questions about aspects of my familiar world such as the place where I live or the natural world <p>REFLECTION TIME DAILY</p>	<ul style="list-style-type: none"> Guy Fawkes: compare and contrast character from stories, including figures from the past: looking at clothes I can talk about significant events in my own experience I can talk about why things happen: making bread I can recognise and describe special times or events for family or friends <p>REFLECTION TIME DAILY</p>	<ul style="list-style-type: none"> Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. Celebrate Chinese New year Recognising that people have different beliefs Respecting difference Talk about lives of people around us Talk about experiences at different points in the year (class calendar for each month) Changing seasons: winter Ice experiments Knowing there are different countries in the world (China) I have explored google earth I understand the effects of changing seasons on the world around me <p>REFLECTION TIME DAILY</p>	<ul style="list-style-type: none"> Similarities and differences between countries/environs/Africa/Animals using Handa's Hen Maps of our journey to school/looking on Google Earth: features of local environment, maps of local area comparing places on Google Earth: how are they similar/different? I can describe special events (Easter) Growth & Change: chick life cycle Environment: care can concern: chicks I can tell you what a plant needs to grow (growing the beanstalk) I can understand the key features of the life cycle of a plant and animal <p>REFLECTION TIME DAILY</p>	<ul style="list-style-type: none"> Growth & Change: frog life cycle I can show care and concern for living things in the environment I can start to develop an understanding of growth, decay and changes over time I can talk about some of the things I have observed such as plants, animals, natural and found objects <p>REFLECTION TIME DAILY</p>	<ul style="list-style-type: none"> Materials: Floating / Sinking – boat building Metallic / non-metallic objects Billings long ago Share non-fiction texts that offer an insight into contrasting environments. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. I can draw information from a simple map I can talk about ways in which I can look after the environment Pirate maps (maps of school to find treasure) <p>REFLECTION TIME DAILY</p>
	<p>Which people are special and why? Being special: where do we belong? Belonging to their family Being part of the Chapel End family and their house (colour) Which stories are special and why? Diwali</p>	<p>What times are special and why? Which stories are special and why? Christmas</p>	<p>What times are special and why? Chinese new year</p>	<p>What times are special and why? Which stories are special and why? Easter</p> <p>What places are special and why? Church at Easter</p>	<p>What is special about our world? Awe and wonder: growth and change of animals</p>	<p>What is special about our world? Summer Solstice</p>

	<u>Key Question</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Reception</u>	Where do we belong?	How do we show that we belong? What builds/helps our community? When are the important times for our community? What are the special places in our community?					
<u>Year 1</u>	What do people say about God?	<u>Christianity (God)</u> Why do Christians say that God is a 'Father'? God the father Prayer	<u>Christianity (Jesus)</u> Why is Jesus special to Christians? The Nativity Story Beliefs about Jesus as God incarnate	<u>Islam</u> How might beliefs about creation affect the way people treat the world? God as creator Care for the planet	<u>Judaism</u> Why might some people put their trust in God? God's promise Noah and Abraham Trusting in God	<u>Hindu dharma</u> What do Hindus believe about God? One God in many forms God in all things Expressing ideas about God	<u>Christianity (Church)</u> How might some people show that they 'belong' to God? Baptism Belonging
<u>Year 2</u>	How do we respond to the things that really matter?	<u>Christianity (God)</u> Does how we treat the world matter? Creation Care for the planet Harvest	<u>Christianity (Jesus)</u> Why do Christians say that Jesus is the 'Light of the World'? Jesus as The Light of the World Symbolism of light Advent and Christmas celebrations	<u>Hindu dharma</u> How might people express their devotion? Devotion Working in the home and temple	<u>Islam</u> Why do Muslims believe that it is important to obey God? Submission and gratitude Prayer	<u>Christianity (Church)</u> What unites the Christian Community? Worship The church Use of symbols	<u>Judaism</u> What aspects of life really matter? Moses The Ten Commandments The Sabbath

<u>Year 3</u>	Who should we follow?	<u>Christianity (God)</u> How (and why) have some people served God? Prophets Service to God Inspirational People	<u>Islam</u> Why is the prophet Muhammad (pbuh) an example to Muslims? Muhammed (pbuh) Zakah	<u>Christianity (Jesus)</u> What does it mean to be a disciple of Jesus? Discipleship Following the example of Jesus Helping others	<u>Christianity (Church)</u> What do Christians mean by the 'Holy Spirit'? The Holy Spirit Gifts of the Spirit Pentecost	<u>Sikhism</u> Why are they Gurus important to Sikhs? Guru Nanak The 10 Gurus Baisakhi	<u>Hindu dharma</u> Why is family an important part of Hindu life? Religious duty Hindu scriptures Raksha Bandhan
<u>Year 4</u>	How should we live our lives?	<u>Hindu dharma</u> What might a Hindu learn through celebrating Diwali? Vishnu Rama and Sita Diwali	<u>Christianity (God)</u> How and why might Christians use the Bible? The Bible Christian Life - guided by wisdom, teachings and authority	<u>Sikhism</u> How do Sikhs express their beliefs and values? The 5ks Equality The Gurdwara	<u>Christianity (Jesus)</u> Is sacrifice an important part of religious life? Jesus in the wilderness Lent Sacrifice	<u>Islam</u> Why do Muslims fast during Ramadan? The five pillars Ramadan	<u>Christianity (Church)</u> What does 'Love your neighbour' really mean? Parables Love for all

<p><u>Year 5</u></p>	<p>Where can we find guidance about how to live our lives?</p>	<p><u>Christianity (God)</u> Why is it sometimes difficult to do the right thing? Sin Adam and Eve Temptation and Morality</p>	<p><u>Islam</u> Why is the Qu'ran important to Muslims? The Quran The Night of Power</p>	<p><u>Buddhism</u> What do we mean by a 'good life'? The Buddha The Four Noble Truths The Eightfold path</p>	<p><u>Hindu dharma</u> What might Hindus learn from stories about Krishna? Krishna Holi</p>	<p><u>Christianity (Jesus)</u> What do we mean by a miracle? Miracles of Jesus Pilgrimage</p>	<p><u>Christianity (Church)</u> How do people decide what to believe? The Trinity Use of symbols and metaphors The Worldwide Church</p>
<p><u>Year 6</u></p>	<p>Is life like a journey?</p>	<p><u>Christianity (Church)</u> How Christians mark the 'turning points' on the journey of life? Christian rites of passage Denominational differences</p>	<p><u>Hindu dharma</u> Is there one journey or many? Reincarnations Karma The 4 ashramas</p>	<p><u>Islam</u> What is Hajj and why is it important to Muslims? The Ummah Hajj</p>	<p><u>Christianity (Jesus)</u> Why do Christians believe Good Friday is 'good'? Holy Week The Eucharist Denominational differences</p>	<p><u>Christianity (God)</u> Is life like a journey, what's the destination? Salvation Forgiveness</p>	<p><u>Judaism</u> Do people need laws to guide them? The Torah The Synagogue</p>