



# Castle View Primary School and Nursery

## Religious Education Long Term Plan (See Derbyshire RE Agreed Syllabus)

QEGSMAT

### Aims:

- To ensure that every pupil's statutory entitlement to RE is met, irrespective of their faith or belief, and within this to encourage pupils to explore questions of spirituality, identity, ethics, discrimination and prejudice.
- To enable pupils to develop religious literacy and conceptual understanding of what it means to be a person of faith or no faith.
- To encourage pupils to articulate their own ideas and experience of religion, belief and spirituality.
- To encourage all pupils and teachers to experience RE as an exciting subject that feeds into an understanding of what it means to live in Derbyshire and Derby City and our wider world communities and to promote harmony and good community relations.
- To encourage teachers to produce RE lessons that are challenging, inspiring and engaging to everyone.
- To assist pupils to engage critically with ideas and understanding of religion and belief systems, given the nature of our society, its speed of change and growing social media influences. RE studies how religions and world views shape and are shaped by the societies in which pupils live, promoting deepening understanding of those belief systems.
- To promote interactive, creative and experiential learning that promotes social and ethnic accord alongside the endorsement of fundamental British Values, so that schools will be supported in visiting places of worship, community meeting places and communicating with different social groups across the local community.

### Early Years Framework and National Curriculum

Early Years Framework and National Curriculum	
<b>Nursery</b>	<p><b>Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>• Develop their sense of responsibility and membership of a community.</li> </ul> <p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>• Continue to develop positive attitudes about the differences between people.</li> </ul>
<b>Reception</b>	<p><b>Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>• See themselves as a valuable individual.</li> <li>• Think about the perspectives of others.</li> </ul> <p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> <li>• Understand that some places are special to members of their community.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul>
<b>ELG - Personal,</b>	<p><b>Building relationships</b></p> <ul style="list-style-type: none"> <li>• Show sensitivity to their own and others' needs.</li> </ul>



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Social and Emotional						
<b>ELG – Understanding the World</b>	<p><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p><b>People and Communities</b></p> <ul style="list-style-type: none"> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> </ul>					
	<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 Nursery</b>		Develop their sense of responsibility and membership of a community.	Continue developing positive attitudes about the differences between people.	Continue developing positive attitudes about the differences between people.	Continue developing positive attitudes about the differences between people.	Continue developing positive attitudes about the differences between people.
<b>EYFS Reception</b>	<p>See themselves as a valuable individual.</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>F5 – Being special: where do we belong?</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>F1 -Which stories are special and why?</p>	<p>See themselves as a valuable individual.</p> <p>F2 – Which people are special and why?</p>	<p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>F4- What times are special and why?</p>	<p>Show sensitivity to their own and others' needs.</p> <p>F6 – What is special about our World and why?</p>	<p>Think about the perspectives of others.</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Understand that some places are special to members of their community.</p>



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<b>Year 1</b>	<p>"Who is a Christian and what do they believe?"</p> <p>Christian beliefs about God and Jesus through words, drama and pictures</p>	<p>How and why do we celebrate special and sacred times.</p>	<p>What does it mean to belong to a faith community?</p> <p>What does it mean to belong to a group, including Christianity, Judaism and Islam – expressing out feeling of belonging.</p>		<p>What makes places sacred? Wesak</p>	<p>How should we care for others and the world and does it matter?</p> <p>F3 – What places are special and why?</p>
<b>Year 2</b>		<p>Who are Muslims and what do they believe?</p>	<p>What can we learn from sacred books?</p> <p>Recognise that sacred texts contain stories which are special to many people and should be treated with respect</p>	<p>How and why we celebrate special and sacred times?</p> <p>Identify a special time we celebrate and explain simply what celebration means.</p>		<p>Who is Jewish and what do they believe?</p>
<b>Year 3</b>		<p>What do different people believe about God?</p>	<p>Why do people pray?</p>	<p>Why is the bible important to Christians today?</p>		<p>What does it mean to be a Christian in Britain today?</p>
<b>Year 4</b>		<p>Why is Jesus inspiring to some people?</p>	<p>Why are festivals important to religious communities?</p>		<p>What can we learn from religions about deciding what is right and wrong?</p>	<p>What does it mean to be a Hindu in Britain today?</p>
<b>Year 5</b>	<p>Why do some people believe God exists?</p>	<p>What would Jesus do? Can we live by the values of Jesus in the 21<sup>st</sup> Century?</p>	<p>If God is everywhere, why go to a place of worship?</p>			<p>What does it mean to be a Muslim in Britain today?</p>



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<b>Year 6</b>	Why do some people believe God exists?	What do religions say to us when life gets hard?	Is it better to express your religion in arts and architecture or in charity and generosity?	What matters most to Christians and humanists?	What difference does it make to believe in ahimsa (harmlessness), grace, and/or Ummah (community)?	
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