

**Lyminster Primary School R.E. Long Term Plans September 2022-23**

Year Group	Autumn Term	Spring Term	Summer Term
<p align="center"><b>Early Years FS</b></p>	<p align="center"><b>CREATION</b></p> <p align="center"><i>Whole School-Harvest Festival</i></p> <p align="center"><b>Term 1-F1</b></p> <p align="center"><b>KQ-What makes you unique?</b></p> <p align="center"><b>Why is the word 'God' so important to Christians?</b></p> <p align="center"><b>INCARNATION</b></p> <p align="center"><b>Term 2-F2</b></p> <p align="center"><b>Why do Christians perform nativity plays at Christmas?</b></p> <p align="center"><i>Whole School- Who celebrates Diwali? (Festival of Lights)</i></p> <p align="center"><i>Diwali Workshop</i></p> <p align="center"><i>24/10/22</i></p> <p align="center"><b>Whole School-Christingle Service</b></p>	<p align="center"><b>To continue</b></p> <p align="center"><b>INCARNATION</b></p> <p align="center"><b>(Retrieval)</b></p> <p align="center"><b>Term 1-F2</b></p> <p align="center"><b>Why do Christians perform nativity plays at Christmas?</b></p> <p align="center"><b>Term 2</b></p> <p align="center"><b>SALVATION</b></p> <p align="center"><b>F3</b></p> <p align="center"><b>Salvation</b></p> <p align="center"><b>Why do Christians put a cross in an Easter Garden?</b></p>	
<p align="center"><b>Year 1</b></p>	<p align="center"><b>GOD</b></p> <p align="center"><i>Whole School-Harvest Festival</i></p> <p align="center"><b>Term 1 -1.1</b></p> <p align="center"><b>What do Christians believe God is like?</b></p> <p align="center"><b>CREATION</b></p> <p align="center"><b>1.2</b></p> <p align="center"><b>Who made the world?</b></p> <p align="center"><b>INCARNATION</b></p> <p align="center"><b>Term 2 - 1.3</b></p> <p align="center"><b>Why does Christmas matter to Christians?</b></p> <p align="center"><i>Whole School- Who celebrates Diwali? (Festival of Lights)</i></p>	<p align="center"><b>INCARNATION</b></p> <p align="center"><b>(Retrieval)</b></p> <p align="center"><b>Term 1 - 1.3</b></p> <p align="center"><b>Why does Christmas matter to Christians?</b></p> <p align="center"><b>And...</b></p> <p align="center"><b>GOSPEL</b></p> <p align="center"><b>1.4</b></p> <p align="center"><b>What is the good news Jesus brings?</b></p> <p align="center"><b>Term 2</b></p> <p align="center"><b>1.5</b></p> <p align="center"><b>SALVATION</b></p> <p align="center"><b>Why does Easter matter to Christians?</b></p>	<p align="center"><b>Term 1</b></p> <p align="center"><b>JUDAISM: Belonging</b></p>

Lyminster Primary School R.E. Long Term Plans September 2022-23

	<p><b>Diwali Workshop</b></p> <p>Whole School Christingle Service How did we celebrate Christingle? (recount)</p>		
Year 2	<p><b>GOD</b> Term 1 -1.1 What do Christians believe God is like? Digging Deeper Whole School-Harvest Festival</p> <p><b>INCARNATION</b> (Retrieval) Term 2 - 1.3 Why does Christmas matter to Christians? Extend - Digging Deeper Planning Whole School- Who celebrates Diwali? (Festival of Lights) <b>Diwali Workshop</b></p> <p>Whole School Christingle Service How did we celebrate Christingle? (recount)</p>	<p>Term 1 1.4 <b>GOSPEL</b> (Retrieval) What is the good news Jesus brings? Extend -Digging Deeper Planning</p> <p>Term 2 1.5 <b>SALVATION</b> (Retrieval) Why does Easter matter to Christians? Extend -Digging Deeper Planning</p>	<p>Term 1 <b>JUDAISM: Belonging</b></p>

Lyminster Primary School R.E. Long Term Plans September 2022-23

<p>Year 3</p>	<p><b>CREATION/FALL</b>  <b>Term 1 - 2a.1</b>  <i>What do Christians learn from the Creation Story?</i></p> <p><i>Whole School- Who celebrates Diwali? (Festival of Lights)</i>  <b>Diwali Workshop</b></p> <p><b>PEOPLE OF GOD</b></p> <p><i>Whole School-Harvest Festival</i>  <b>Term 2 - 2a.2</b>  <i>What is it like to follow God?</i></p> <p><i>Whole School Christingle Service</i>  <i>What is the meaning/significance of Christingle?</i></p>	<p><b>Prophethood</b>  <b>Term 1</b>  <i>Inspirational People</i>  <i>Why do Muslims call Muhammed the 'Seal of the Prophets?'</i></p> <p><b>GOD</b>  <b>Term 2</b>  <b>LOWER KEY STAGE 2/UNIT 2a.3</b>  <b>TRINITY/INCARNATION</b></p>	<p><b>Term 1</b>  <b>SALVATION</b>  <b>Term 1 - 2a.5</b>  <i>Why do Christians call the day Jesus died Good Friday?</i></p> <p><b>KINGDOM OF GOD</b>  <b>Term 2 - 2a</b>  <i>When Jesus left, what was the impact of Pentecost?</i></p>
<p>Year 4</p>	<p><b>GOD</b>  <b>(Retrieval 2a.3)</b>  <b>and</b>  <b>INCARNATION</b>  <b>Term 1 - 2a.3 LOWER KEY STAGE 2</b>  <b>What is the Trinity?</b></p>	<p><b>GOSPEL</b>  <b>Term 1 - 2a.4</b>  <i>What kind of world did Jesus want?</i></p> <p><b>Term 2 - Hinduism</b></p>	<p><b>SALVATION</b>  <b>Term 1 - 2a.5</b>  <i>Why do Christians call the day Jesus died Good Friday?</i></p>

Lyminster Primary School R.E. Long Term Plans September 2022-23

	<p><i>Whole School-Harvest Festival</i>  <b>CREATION and FALL</b>                  Term 2 - 2a.1                  What do Christians learn from the Creation Story?                  Extend -Digging Deeper Planning  <i>Whole School- Who celebrates Diwali? (Festival of Lights)</i>  <b>Diwali Workshop</b></p> <p>Whole School Christingle Service                  What is the meaning/significance of Christingle?</p>	<p>Inspirational People                  How does the story of Rama and Sita inspire Hindus to follow their dharma?</p>	<p><b>KINGDOM OF GOD</b>                  Term 2 - 2a.6                  When Jesus left, what was the impact of Pentecost?</p>
Year 5	<p><b>GOD</b>  <i>Whole School-Harvest Festival</i>                  Term 1 - 2b.1                  What does it mean if God is holy and loving?                  Term 2 - Hinduism                  How does the story of Rama and Sita inspire Hindus to follow their dharma?  <i>Whole School- Who celebrates Diwali? (Festival of Lights)</i>  <b>Diwali Workshop</b></p> <p>Whole School Christingle Service                  How will you write a prayer for the Christingle Service?</p>	<p><b>MOVED FROM AUT 2</b>  <b>INCARNATION</b>                  Term 2-2b.4                  Was Jesus the Messiah?</p> <p><b>GOSPEL</b>                  Term 2 - 2b.5                  What would Jesus do?</p>	<p><b>SALVATION</b>                  Term 1 - 2a.6                  What did Jesus do to save Human beings?</p> <p><b>KINGDOM OF GOD</b>                  Term 2 - 2b.8                  What kind of King is Jesus?</p>
Year 6	<p><b>GOD</b>                  (Retrieval)                  Term 1 - 2b.1                  What does it mean if God is holy and loving?</p>	<p><b>INCARNATION</b>                  (Retrieval)                  Term 2-2b.4                  Was Jesus the Messiah?</p>	<p><b>SALVATION</b>                  Term 1 - 2a.7                  What difference does the resurrection make to Christians?</p>

## Lyminster Primary School R.E. Long Term Plans September 2022-23

	<p><b>Extend -Digging Deeper Planning</b></p> <p><b>Term 2 - Hinduism</b></p> <p><b>Research and Personal Study - Who do Hindus find inspirational?</b></p> <p>How does the story of Rama and Sita inspire Hindus to follow their dharma?</p> <p><b>Whole School- Who celebrates Diwali? (Festival of Lights)</b></p> <p><b>Diwali Workshop</b></p> <p><b>Whole School-Christingle Service</b></p> <p>How will you write a prayer for the Christingle Service?</p>	<p><b>Extend -Digging Deeper Planning</b></p> <p><b>Term 2 - Islam</b></p> <p>How does tawhid belong a sense of belonging to the Muslim community?</p>	<p><b>KINGDOM OF GOD (Retrieval)</b></p> <p><b>Term 2 - 2b.8</b></p> <p><b>What kind of King is Jesus?</b></p> <p><b>Extend -Digging Deeper Planning</b></p>
--	--	--	--

Key **Judaism / Hinduism / Islam**

### R.E. Agreed Syllabus 2020-25

Curriculum Time Schools have a statutory responsibility to deliver RE to all pupils, except those withdrawn by parents.

Schools should allocate sufficient time to deliver RE successfully and to a high standard, enabling all pupils to make progress in developing their knowledge, understanding and associated skills. It is important to provide the time for pupils to explore the **content in depth**.

The expectation is that **a minimum of 5% of curriculum time** should be allocated to RE in school. This equates to the following:

#### Age Group Curriculum Time

Reception 36 hours per year integrated into relevant strands of the EYFS

Key Stage 1 36 hours per year

Key Stage 2 45 hours per year

Key Stage 3 45 hours per year

#### Learning across the curriculum

The Contribution of Religious Education RE and British Values should actively promote the British values of: • democracy • the rule of law • individual liberty • mutual respect • tolerance of those with different faiths and beliefs. - **Both British Values and Lyminster School Values are included in Rights Respecting assemblies.**

## Lyminster Primary School R.E. Long Term Plans September 2022-23

RE lessons should be a safe place for pupils to learn, safely express ideas, opinions, promote debate and discussion. Excellent teaching of RE will enable pupils to learn to think for themselves about British values. In RE pupils learn the skills and develop attitudes that supports them to overcome intolerance leading to respect which allows them to celebrate diversity.

### Part 2 The Syllabus

#### Early Years Foundation Stage

Pupils in the EYFS should explore a variety of religious and worldviews by identifying special people, books, times, places and objects, and (where appropriate) by visiting places of worship. Pupils should listen to, discuss and ask questions about stories from a variety of sources, religions and worldviews. Pupils can be introduced to subject specific vocabulary and use all their senses to explore beliefs, practices and forms of expression. Pupils should be encouraged to ask questions and reflect on their own feelings and experiences. Pupils should use their imagination and curiosity to develop their appreciation for the world in which they live.

Religious education is a legal requirement for all pupils on the school roll, including those in the Reception year.

Pupils are assessed against the EYFS Profile in all Areas of Learning at the end of their Reception year. Religious education can be woven into all seven Areas of Learning, through a creative and inspiring curriculum which reflects the demographic of individual cohorts. Religious education is not currently assessed as a stand-alone subject (in most schools) for Reception pupils.

**Key Stage 1 During Key Stage 1** pupils should be taught the knowledge and skills in order to understand:

- **Christianity** • **at least one** other principal religion - Lyminster Primary School in Y1 and Y2 pupils learn about **Hinduism** (Whole School Approach) and **Judaism**.

And where appropriate: • a religious community with a significant local presence • a secular worldview

**Key Stage 2 During Key Stage 2** pupils should be taught the knowledge and skills in order to understand:

- **Christianity** • **at least two** other principal religions - Lyminster Primary School in Y3 to Y6 pupils learn about **Hinduism** (Whole school approach) **Judaism** and **Islam**.

And where appropriate: • a religious community with a significant local presence • a secular worldview

Schools should consider the following points when deciding upon which religions to study: • **the connections between the Abrahamic religions of Christianity, Judaism and Islam**, • **understanding of non-Abrahamic religions such as Hinduism or Sikhism**, • the local context and local faith communities, • how learning builds on KS1 and coherence and progression for KS2.

## Lyminster Primary School R.E. Long Term Plans September 2022-23

When planning the KS2 curriculum teachers need to think carefully about the sequencing of units of work to ensure coherence and progression.

Units of work should build on previous learning, provide clear end points and enable pupils to connect learning across units.

Regular opportunities should be provided for pupils to review their learning (see assessment details).

Schools should also consider:

· visiting places of worship, · inviting visitors from local faith communities, · opportunities to extend pupils learning by encouraging creativity, · using ICT imaginatively to explore religions and worldviews studied.