

EYFS



RE Cycle 1 and 2 Long term Coverage



Building tomorrow, leading the way...

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Harvest POSITIVITY	Remembrance/ Christmas/ Diwali Visit to the Church SAFETY	Chinese New Year Celebrations—Baptisms RESPECT	Easter, Mothering Sunday, Visit to the church LEARNING	Weddings HAPPINESS	KINDNESS
Key Question & Religious Focus Playful RE		Key Question & Religious Focus Celebrating Festivals		Key Question & Religious Focus Myself: Who am I?	
Expected Outcomes		Expected Outcomes		Expected Outcomes	
<ul style="list-style-type: none"> To know and understand simple facts and ideas about some different religions. To know and understand some religious stories including the Nativity. To express ideas and emotions of their own in relation to the RE content they encounter. To gain and deploy skills of talking and playing together especially as they relate to religion and belief. To understand about Leaders and followers. To explain why we are all special 		<ul style="list-style-type: none"> To know and understand special occasions and why they are special to us and our families. To understand why special occasions are special to others. To know and understand how some special occasions are related to religions and beliefs. To celebrate as a class some special occasions. To learn how to talk thoughtfully about different religious festivals. To know why people say sorry. To know why Christians put three crosses in an Easter garden. To know how Easter Day is different to Good Friday. To know why Christians are happy on Easter. To know what the church is and why the local church is linked to our school. 		<ul style="list-style-type: none"> To recognise that 'who am i?' is a question with many answers. To recognise that some people think they belong to God, and religious beliefs can have an effect on what people do and feel. To communicate verbally feelings and thoughts about belonging in their own lives. To become aware that people who belong to Christian religion can give their own answers to some about life—e.g. I say thank you to God for food. Listen to stories and imaginative scenarios and create characters and stories of their own about belonging. To talk about who they are and who they belong to. (e.g. through marriage/ weddings) 	
Links to EYFS Areas of learning		Links to EYFS Areas of learning		Links to EYFS Areas of learning	
<p>Understanding the world:</p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society Understand the past through settings, characters and events encountered in books read in class and storytelling. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts . <p>Communication and Language:</p> <ul style="list-style-type: none"> Children listen with enjoyment to stories, songs and poems from different communities and traditions. They respond with relevant comments, questions or actions. <p>Personal, Social and Emotional Development:</p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others; They work as part of a group, taking turns and sharing fairly , understanding that groups of people need agreed values. <p>Literacy:</p> <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; <p>Expressive Arts and Design:</p> <ul style="list-style-type: none"> Recount narratives through their own creations. Respond to different sensory experiences 		<p>Understanding the world:</p> <ul style="list-style-type: none"> Children talk about similarities and differences between themselves and others, among families, communities and traditions. They begin to know about their own cultures and beliefs and those of other people. <p>Communication and Language:</p> <ul style="list-style-type: none"> Children listen with enjoyment to stories, songs and poems from different communities and traditions. They respond with relevant comments, questions or actions. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. <p>Personal, Social and Emotional Development:</p> <ul style="list-style-type: none"> Children understand that they can expect others to treat their needs, views, cultures and beliefs with respect. They work as part of a group, taking turns and sharing fairly , understanding that groups of people need agreed values. <p>Expressive Arts and Design:</p> <ul style="list-style-type: none"> Children use their imagination in different art forms to express own ideas and feelings.. Respond to different sensory experiences. 		<p>Understanding the world:</p> <ul style="list-style-type: none"> 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; Talk about themselves and the lives of people around them. <p>Communication and Language:</p> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Make comments about what they have heard and ask questions to clarify their understanding; <p>Personal, Social and Emotional Development:</p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others Set and work towards simple goals Show sensitivity to their own and to others' needs. <p>Expressive Arts and Design:</p> <ul style="list-style-type: none"> Make use of props and materials when role playing characters in narratives and stories. Invent, adapt and recount narratives and stories with peers and their teacher. 	
Vocabulary		Vocabulary		Vocabulary	
Christian, Muslim, Jesus, Moses, Prophet Muhammad, church, places of worship, God, disciples, followers and leaders, Bible, candle, light, reflection, harvest, prayer		Special occasions, celebrations, festivals, community, caring, families, beliefs, cultures,		Belonging, myself, God, Jesus, wedding, love, families, community, Christianity, beliefs, worship, church/chapel, symbols, promise, marriage, feelings.	

Y1 & 2



RE
Cycle 2 Long term Coverage



Building tomorrow, leading the way...

Autumn 1

Harvest
POSITIVITY

Autumn 2

Remembrance/ Christmas
SAFETY

Spring 1

RESPECT

Spring 2

LEARNING

Summer 1

Visit to a local mosque
HAPPINESS

Summer 2

Visit to a local mosque
KINDNESS

Key Question & Religious Focus

Respect for Everyone

How does it show? What makes people special? Why are we all special? What is the same and what is different about people in different religions? What can we learn from a Christian story about caring? Who should care for a person? How do we show we care? What does the Bible teach Christian people about respect? Can anyone learn about respect from the Bible? Does it matter how we look or how we care? How should we treat people who are different to us?

Key Question & Religious Focus

Questions that puzzle us

Why can't we fly? Who is God? Why was I born? Where does love come from? Why do we get older everyday? What does it feel like to say thank you? Why do we live?

Key Question & Religious Focus

Holy Books and Holy Words

Why do religious people love their scriptures? Why are some books special? What books are most special to me and why? How do Muslims use the Qur'an? Why is the Qur'an important to Muslims? What do Muslims learn from the Qur'an about God? How do Christians use the Bible? Why is the Bible important to Christians? What do Christians learn from the Bi-

Key Question & Religious Focus

Beginning to learn about Islam

Do you have a special place? What makes a place special? Where is it and why is it special for you? What is a mosque? Why do you think the mosque is a special place for Muslims? What can we learn from a story about a mosque? How do Muslims use the Qur'an? Why is the Qur'an important to Muslims? What do Muslims learn from the Qur'an about God? What events started the celebration of Ramadan and Eid al Fitr? Do Muslim believers have a special place? What words matter so much that they are whispered and shouted? What matters to me?

Knowledge/Skills

- Consider the different things which make a person special and unique.
- Identify similarities and differences between people around them and people from different religions.
- Show an awareness of what people do to show they care.
- Consider the difference between 'inside' and 'outside' of a person.
- Understand the word 'respect' and its meaning in relation to all people around us.

Knowledge/Skills

- Learn that some questions are puzzling or interesting even when we don't know the answer.
- Think about the idea of 'big questions'.
- Think about what a mystery is.
- That religious people can answer a mystery with a belief.

Knowledge/Skills

- Have some concept of God/Allah.
- Understand the concept of 'special'.
- Have some concept of The Qur'an and The Bible.
- Understand why the holy books should be treated with respect.
- Express an understanding of sacred writings for themselves.
- Think about the most important words.

Knowledge/Skills

- Knowledge of their local area..
- To identify that Prophet Muhammad is a special or holy leader for Muslim people.
- Understand that 'special' place has to do with how an individual feels about the place and this may not be the same for everyone.
- Become familiar with things pupils may encounter at the mosque which indicate its importance.
- See simple links between their special places and the Mosque in Islam.

Learning Outcomes

- Recount the outline of a religious story or fully retell a religious story.
- Identify aspects of their own experiences or something that matters to them in religious stories or sayings.
- Talk about the feelings that go with being special and different.
- Talk about the people in the stories and how they felt.
- Identify some religious beliefs about human beings.
- Respond sensitively to the experiences and feelings of others.

Learning Outcomes

- Name a book or story that has a mystery in it.
- Name a book that Christians think answers a mystery question.
- Talk about a puzzling question.
- Experience a sense of wonder about stories, nature and questions.

Learning Outcomes

- Identify the holy books of Muslims and Christians
- Retell a story from the Bible.
- Respond to the question 'Why do religious people love their scriptures?'
- Reflect on their own beliefs.
- Retell Bible stories and identify what message the story holds for Christians.

Learning Outcomes

- Say that a special place for Muslims is a mosque.
- Talk about the Prophet and why he matters to Muslims.
- Identify a Muslim holy book or special day.
- Choose a special word for themselves.
- Talk about what matters to them.
- Talk thoughtfully about kindness to animals or about sacred words.
- Respond sensitively to Muslim ideas and simple stories.

Creative Outcomes

Pupils can express their ideas through drama or film making.
Write a simplified version of the story of the Good Samaritan.
Share and organise examples of feelings, thoughts and personal characteristics of the people in the stories.
Create a character description.
Share a feelings graph for the man who fell among thieves.
Share some good examples of what makes them special focusing on what is on the 'inside'.

Creative Outcomes

Circle time with different chosen questions.
Pair share/interview someone who 'knows everything'.
Create their own mysteries/mystery questions.
Play the mystery box game to encourage mysterious and guess related vocabulary/reasoning.

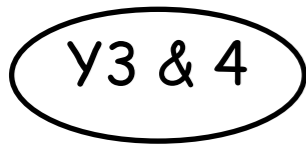
Creative Outcomes

Fact file about the Bible and the Qur'an.
Create their own wall hanging with calligraphy.
Role play how they love their neighbour.
Similarities and differences between the two religions.
Create a poem including words special to them.

Creative Outcomes

Rewrite the story of Muhammad and the cat (Remember Muslims make no pictures of the Prophet).
Artwork of their special place.
Power point of special places.
Visit to a mosque.
Virtual tour of the mosque (following a visit)
Feelings map linked to their special place or the mosque.
Making a model mosque (DT link)
Making/decorating their own prayer beads.

Creative Outcomes



RE Cycle 2 Long term Coverage

Building tomorrow, leading the way...



Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

Harvest
POSITIVITY

Remembrance/ Christmas
SAFETY

Minister or religious person visit to be interviewed
RESPECT

Mothers Day/Easter
LEARNING

HAPPINESS

KINDNESS

Key Questions and Religious Focus

Key Questions and Religious Focus

Key Questions and Religious Focus

Key Questions and Religious Focus

Living in Harmony: How do we show we care?

Caring and being cared for: how does it feel? What can stories tell us about caring? Who is a neighbour to me? Who do we care for and who cares for us? Who should you care for? How have some people shown they cared?

Does a beautiful world mean there is a wonderful God?

What do Christians believe happened 'in the beginning'? How do creation stories make a difference to people today? Is the world beautiful? Is it God's world? What questions would you like to ask God about how the world was created? What does the second creation story in the Bible say? What does it mean? What message do Christians believe God has given us about how we should look after our world?

Why do some people think Jesus is inspirational?

What is an inspiring person? Who is an inspiring person? Who did Jesus say he was? What do we know about Jesus' life story? Is his story inspiring for some people? What did Jesus teach? Was he a good teacher? Who did Jesus think was important? What do Jesus' miracles show about him? How and why are holy week and easter an expression of Christian beliefs about Jesus? Is Jesus still important today? Why? Who to? What kind of image of Jesus for the 21st Century would pupils like to create? Might it be inspiring to others?

How and why do some religions see life as a journey? Where does the journey of life lead?

What does a journey mean to us? What journey will a Muslim like to take in her/his lifetime? What are the stages of our life? What is meant by the word 'spirit' or 'soul'? Do we all have a soul? What do Christians believe about the soul's life after death? Can we compare the life and death journey of a Muslim and a Christian? What real stories of journeys of faith can we find? What can we learn from these stories? What is my journey through life like? How is it going so far? What will happen in the future?

Knowledge/Skills

Knowledge/Skills

Knowledge/Skills

Knowledge/Skills

- Explore a link between music and caring.
- Recognise different ways of showing care.
- All people can give and receive care.
- Explore the meaning of Jesus' parable of the Good Samaritan.
- Say why religions teach people about caring.
- Think about the causes of care and conflict in their own lives.

- Know that Christians believe in a story of how God created the world and everything in it.
- Reflect on the beauty of the natural world.
- Recognise that some questions that cause people to wonder are difficult to answer.
- Express own ideas about the stories of how God asked people to look after the world.

- Understand the symbolic language used for Jesus.
- That there is no authentic visual image of Jesus.
- To know, understand and reflect on one of Jesus' parables.
- Reflect on what makes them happy.
- Make links between Jesus' teachings and Christian beliefs.
- Recognise their own values and those of others.
- The difference between a miracle and a magic trick.
- Apply the idea of an inspiring life for themselves.

- To understand that a journey is part of our everyday life.
- That Christians and Muslims have a religious journey to take.
- That the Five Pillars of Islam are the duties to support the way of life for a Muslim.
- To think about their own answers to big questions about identity.
- Reflect on the differences of the life and death journey for believers.
- That the metaphor of life as a journey can be used by anyone.

Learning Outcomes

Learning Outcomes

Learning Outcomes

Learning Outcomes

- Retell a religious story and indicate that it has meaning for religious believers.
- Respond sensitively to religious and spiritual music.
- Suggest meanings in stories and songs about caring.
- Identify a way that some people make a response to God by caring.
- Describe how religious practice influences how people live their lives, especially in regard to caring for others.
- Make links between their own and others' beliefs, values and opinions about caring.

- Describe the creation stories of Seven Days and the Garden of Eden.
- Identify the impact that religion has on people's lives by talking about beliefs that come from these stories.
- Ask and consider important questions about the beauty of the Earth.
- Make links between stories and some beliefs about creation and origins which they hold themselves.
- Describe the impact of religion on people's lives.
- Raise and suggest answers to questions about creation and God for themselves.
- Use a developing religious vocabulary to apply their ideas.

- Use a developing religious vocabulary, such as resurrection, forgiveness to describe key aspects of Jesus' life and teachings.
- Begin to identify the impact that believing in Jesus has on Christian life.
- Describe some ways Jesus has been represented in art or music.
- Make links between some Christian beliefs and some stories about Jesus found in the New Testament.
- Ask and consider important questions of their own about Jesus, making links between their own and others' responses.
- Raise and suggest answers to, question about the importance of Jesus and the impact that believing in him would have on a believer's values and commitments.

- Describe similarities and differences between the journey of life and death for Christians and Muslims.
- Begin to identify the impact religion has on believers lifestyles.
- Show they understand some influences on their own view of life for themselves.
- Explain what inspires themselves and others.

Creative Outcomes

Creative Outcomes

Creative Outcomes

Creative Outcomes

- Talk about and express how music makes them feel.
- Role play the Good Samaritan.
- Retell 'Hadith' the story of the prophet.
- Learn the song 'When I needed a neighbour'.
- Create a poem about caring.
- Put on a party/tea party to thank someone.

- Sequencing the creation days.
- Role play, music or dance to the story.
- I wonder... poem
- Debate or split between 'loving' and 'spoiling' the world we live in.
- Poster for how to look after the world they live in or their community.

- Explain 'I am' about themselves through a poem or labelled picture
- Choose/design seven symbol to describe themselves.
- Artistic interpretation of what they think Jesus looked like.
- Create a class brick wall including the foundations of all children's values bricks.
- Represent who are the foundations/who supports them in their lives.
- List of what is and isn't important for happiness.
- Create a personalised stained glass window (D&T/Art link)

- Create a journey bag including props to relate to what they have learned about the journey of life and death.
- A journey map for their life or the life of someone they know.
- Identify what to avoid in order to have a good life.
- A guide book for the guide to life.

Y5 & 6



RE Cycle 2 Long term Coverage



Building tomorrow, leading the way...

Autumn 1

Harvest
POSITIVITY

Autumn 2

Remembrance/ Christmas
SAFETY

Spring 1

In this row add events that are relevant to the subject
RESPECT

Spring 2

In this row add events that are relevant to the subject
LEARNING

Summer 1

In this row add events that are relevant to the subject
HAPPINESS

Summer 2

In this row add events that are relevant to the subject
KINDNESS

Key Questions and Religious Focus

Religions in the local community. What will make our town/village a more respectful place?

What are the religions of our region, villages, towns and country? Is our village, town, city, county typical of the UK's religions? What are the key features and artefacts in a Hindu mandir? What do these features and objects mean, and how are they used? How does a Mandir help people to worship? What difference does worship and belief make to Hindu's everyday lives? What else happens at the Mandir? What are the key features and artefacts in a Christian church? How does a church help people to worship? What difference does believing make to worshippers every day lives? What else happens at the church? How are two religion so different but still have some important similarities? What makes people more respectful? How can we live in harmony? What can we learn from religion about harmony in the city?

Key Questions and Religious Focus

How do some people express their spiritual ideas through the arts?

Spiritual - what's that? What is the spirit? What is spiritual about music? How do Christians make spiritual music? What is Psalm? What do Psalms express? How do Christians use music in worship to express a variety of ideas and feelings to God and about God? How do Christians use objects to help them concentrate on and think about God? How do colours help us to express our feelings? What meanings can we find in colours? How do banners, triptychs, icons and stained glass windows help Christians to worship? Do these art forms show beliefs? Do they show spiritual ideas? How can mystery plays teach us about God, people and human nature? What spiritual expression can we see in examples of Christian art?

Key Questions and Religious Focus

How and why do Muslims pray?

What is prayer? Is prayer helpful? How could we answer this question? What does it mean to pray? What happens in Islamic prayer? What does this show us about Muslim beliefs and ways of life? What happens in Christian prayer? What does this show us about Christian belief and ways of life? What do prayers tell us about beliefs? Why do some people pray everyday and others not at all? Reflection: Does it matter?

Key Questions and Religious Focus

Religion and the individual. How do people follow the guidance of their religion?

Knowledge/Skills

- Know that there are four religions in the world numbered in hundreds of millions.
- Think carefully in an informed way about worship and religion.
- Develop the understanding of the local significance of places of worship and symbols.
- Understand the difference that worshipping and believing makes to the lives of religious people.
- Learn to question and raise questions about religion.
- Reflect on the similarities and differences between places of worship for two religions.
- Deepen understanding of respect through thinking about their own behaviour and linking it to religious difference.
- Develop understanding of the idea of community harmony through examples of how people get along together.

Knowledge/Skills

- Use a working definition of the 'spiritual'.
- Understand the significance of music to Christian communities.
- Develop skills of imagination in making sense of symbols.
- Explore the symbolism associated with icons.
- Enjoy the variety of artistic forms used in Christian worship and to think about them for themselves.
- Increase awareness of the ways biblical stories express beliefs.
- Understand some variety of symbolic meanings in paintings.

Knowledge/Skills

- Think for themselves about the idea of prayer as talking to God.
- Understand how people in different religions pray or meditate.
- Learn about the practice of prayer as a pillar of Islam and the strength it might give people.
- Engage in an activity with a reflective purpose.
- Use questioning to explore and enquire into the topic of prayer for themselves, expressing their own ideas.

Knowledge/Skills

Learning Outcomes

- Describe some of the religious diversity of our region, referring to people, places and events.
- Identify similarities and differences in aspects of their lives with those of other people of different religions.
- Make links between values like respect and tolerance and their own behaviour.
- Ask good questions of their own about religious diversity.
- Suggest, with reference to particular religions, how these can be answered sensitively.

Learning Outcomes

- Retell some Bible stories through drama, giving some thought to character's actions.
- Describe the symbolism and teaching behind church liturgical colours.
- Use religious or spiritual vocabulary which expresses some of the feelings described in Christian writing and expressed through art.
- Ask good questions of their own beliefs expressed in the arts.
- Make links between story and values in Christianity and in their own experience.

Learning Outcomes

- Use the right words to describe the impact of prayer.
- Understand why prayer is important in Islam.
- Apply the idea that silence is good for you to the topics of prayer and own lives.
- Explain how prayer is connected to belief about God for Muslims.

Learning Outcomes

Creative Outcomes

Design a central community centre/space that is a multi purpose space for all religions.
Visit (or take virtual visit) of places of worship.
Draw a map or label a map of the local area identifying important places for them.
Compare a Church and a Mandir.
Represent in their own way what 'worship' is.
Represent in their own what 'harmony' and what is needed for them in their community.

Creative Outcomes

Explore music and why is appropriate to them to meditate, reflect and express feelings linked to these.
Explore personification linked to objects and feelings.
Write colour poems.
Create their own banner about icons and spiritual people.
Retell a story from Genesis.
Hot seat a character from the Bible.

Creative Outcomes

Make comparisons between Muslim prayer and Christian prayer.
Reflect on who they talk to and share intimate details of their lives and feelings with and why.
Creatively consider emotions linked to prayer.
Create a class garden using petals to add what they are thankful for and hopes for the future (What would they mention in their prayers?)

Creative Outcomes