

Year EYFS	Autumn	Spring	Summer	World Religion to be completed whenever is best
Topic Theme	<p>Celebrate Special Times</p> <p>Special times: How and why do we celebrate? What times are special to different people and why?</p>	<p>Special Stories</p> <p>Special stories: Why are some stories special? What special messages can we learn from stories?</p>	<p>Special Places</p> <p>Special places: What buildings and places are special different people?</p>	
Substantive Knowledge	<p>Islam To know what Ramadan is and who follows it . To know how Eid is celebrated by Muslims.</p> <p>Christianity To know the nativity story (beliefs and values) To know how Christmas is celebrated by Christians.</p>	<p>Islam To know Muslims holy book is called the Quran and they believe it is the word of Allah To know a story from the Quran.</p> <p>Christianity To know that the Bible is a special and holy book for Christians. To know a story from the bible.</p>	<p>Islam To know that a mosque is a special and holy place for a Muslim. To know some special features of a mosque. To know some of the things Muslims do when they are visiting a mosque.</p> <p>Christianity To know that a church is a special and holy place for a Christian. To know some special features of a church To know some of the things Christians do when they are visiting a church.</p>	
Disciplinary Knowledge (Skills)	<p>Development Matters - Reception Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Development Matters - Reception Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Development Matters - Reception Understand that some places are special to members of their community.</p>	

Year One	Autumn	Spring	Summer	World Religion to be completed whenever is best
Topic Theme What do people say about God?	Christianity – Jesus. Stories about Jesus. Why is Jesus special?	Christianity – God the Father and how do people show to belong to God?	Islam Creation	Judaism God’s promise Noah, Abraham Trusting in God.
Substantive Knowledge	<ul style="list-style-type: none"> To know a simple version of the nativity story. To know the main characters of the nativity. To know why is Jesus a special baby. To know why Christmas is special to Christians. 	<ul style="list-style-type: none"> Know what family means and looks like for them. Know that Christians call God father. To know the parable of the lost son. Understand why prayer is important to Christians. 	<ul style="list-style-type: none"> To know that Muslims believe in one God Allah. Know that Muslims believe the world was created by God. Know that Muslims believe that they have a duty to look after the world and that Khalifhas are caretakers. 	<ul style="list-style-type: none"> To know what a promise is. To know the story of Noah. To know a rainbow is the sign of God’s promise. To know that Sukkot is an important Jewish festival
Disciplinary Knowledge (Skills) Lancashire Field of enquiry	Beliefs and values	Living Religious Traditions	Shared Human Experience	Search for Personal Meaning
	<ul style="list-style-type: none"> Give an example of a key belief and/or a religious story Give an example of a core value or commitment 	Use some religious words and phrases to recognise and name features of religious traditions Talk about the way that religious beliefs might influence the way a person behaves	Notice and show curiosity about people and how they live their lives	Ask questions

Year Two	Autumn	Spring	Summer	World Religion to be completed whenever is best
Topic Theme How do we respond to the things that really matter?	Christianity – Church What unites the Christian community? Worship/church/symbols	Hinduism Worship – home and the temple.	Christianity – God Creation Care for the planet.	Judaism Moses 10 commandments
Substantive Knowledge	<ul style="list-style-type: none"> • Know that a Christian community is united in their beliefs and values. • To know that Christians come together to worship God. • To know some Christian symbols for example a cross and a lamb. • To know that Christians come together in a church service to worship God and that worship includes celebrating mass/communion, singing, prayer and reading from the Bible. • To know the main features of a church. 	<ul style="list-style-type: none"> • To know that Hindus believe in one God, Braham but he is worshipped in many different forms for example Shiva, Vishnu, Brahma, Lakshmi, Durga, Saraswati. • To know each deity has different qualities. • To know that Hindu’s worship Mandir or at the home shrine. <p>To know the meaning and symbolism of the items used in worship – the puja tray and arti lamp.</p>	<ul style="list-style-type: none"> • To know the creation story according to Christians and make links with the creation story according to Muslims. • To know that Christians believe they have a duty to care for the worlds resources. • To know that Harvest is a time of gratitude for Christians. 	<ul style="list-style-type: none"> • To know the story of Moses receiving the commandments. • To know some of the 10 commandments including resting on the Sabbath and keeping it holy, respecting your parents and loving God. • To know when and how Jewish people celebrate Sabbath.
Disciplinary Knowledge (Skills)	Beliefs and values	Living Religious Traditions	Shared Human Experience	Search for Personal Meaning

Lancashire Field of enquiry				
	<p>Retell and suggest meanings for religious stories and/or beliefs</p> <p>Use some religious words and phrases when talking about beliefs and values</p>	<p>Identify and describe how religion is expressed in different ways.</p> <p>Suggest the symbolic meaning of imagery and actions</p>	<p>Identify things that influence a person’s sense of identity and belonging</p>	<p>Ask relevant questions.</p> <p>Talk about their own identity and values.</p>
Year Three	Autumn	Spring	Summer	World Religion to be completed whenever is best
<p>Topic Theme Who should we follow?</p>	<p>Hinduism Why is family an important part of Hindu life?</p>	<p>Christianity – Jesus What does it mean to be a disciple of Jesus?</p>	<p>Christianity – God How and why some people serve God?</p>	<p>Islam How the prophet Muhammad is an example for Muslims.</p>
Substantive Knowledge	<ul style="list-style-type: none"> To know about duty in their own lives. To know the importance of duty & commitment to many religions To know that dharma (religious duty) is an important part of Hindu life To understand the impact of dharma & the 3 ‘debts’ – duty owed to God, duty owed to teachers, & duty owed to family To know the story of Rama 	<ul style="list-style-type: none"> To know what makes a good leader & why people might want to follow him/her To know about the people who became disciples of Jesus & suggest why they chose to follow Jesus (discipleship) To know the story ‘Follow me and I will make you fishers of men’ – Matt 4:19) To know about the work of Christian organisations 	<ul style="list-style-type: none"> To know that many faiths (Islam, Judaism & Christianity) have prophets. To know that Christian beliefs can be found in the stories from the prophets. To suggest why these known prophets chose to follow and believe in God. To identify Christians now and in the recent past who might be described as prophets for following & believing in God. 	<ul style="list-style-type: none"> To know the importance of founders & leaders in religious communities. Identify Islamic beliefs & values from the story of the life of the Prophet Muhammad (pbuh) To know how a Muslim might try to follow the teachings & example of the Prophet Muhammad (pbuh) To know about & give reasons for the Islamic practice of Zakat

Westgate Primary School –RE Long Term Planning

	& Sita.	& how this work is related to their Christian beliefs	To know that some Christians chose a life in service of God - Vocation.	To know why charity is important to a Muslim – & the different ways a Muslim might try to be charitable.
Disciplinary Knowledge (Skills) Lancashire Field of enquiry	Beliefs and values	Living Religious Traditions	Shared Human Experience	Search for Personal Meaning
	Show awareness of similarities in religions Identify beliefs and values contained within a story/teaching Identify the impact religion has on a believer.	Identify how religion is expressed in different ways. Use religious terms to describe how people might express their beliefs	Describe how some people, events and sources of wisdom have influenced and inspired others	In relation to matters of right and wrong, recognise their own and others' values. Discuss own questions and responses related to the question 'who should we follow – and why?
Year Four	Autumn	Spring	Summer	World Religion to be completed whenever is best
Topic Theme How should we live our lives?	Christianity – God How and why might Christians use the Bible?	Christianity – Jesus Is sacrifice an important part of religious life? Lent and Easter	Sikhism 5ks Gudwara	Islam 5 pillars Ramadan
Substantive Knowledge	<ul style="list-style-type: none"> To know that Christians believe the Bible is the word of God To know the Bible can be described as a library with stories, poems and 	<ul style="list-style-type: none"> To know what sacrifice means. To know the story of Jesus in the wilderness Identify & understand the 	<ul style="list-style-type: none"> To know who Guru Nanak was and why he is important to Sikhs To know the 5Ks (beliefs) of Sikhism: Kara, Kachera, Kirpan, Khalsa, Kesh and 	<ul style="list-style-type: none"> To know about Ramadan as taught from the Qur'an making links between Islamic values & beliefs To know about the 5

Westgate Primary School –RE Long Term Planning

	<p>prayers & know some of the books in the Bible</p> <ul style="list-style-type: none"> To know that Christians see the bible as a guide to living life as a good Christian. To know that the bible is <i>interpreted</i> by Christian leading to different viewpoints & understanding. To know that people look to different sources of authority when making decisions about how to live their lives 	<p>Christian belief sacrifice that can be found in this story.</p> <ul style="list-style-type: none"> Suggest why sacrifice is important to Christians. To know about Lent: what a Christian might do during Lent and why with examples. To know about Oscar Romero and how his faith impacted on the way he lived his life. 	<p>Kanga.</p> <ul style="list-style-type: none"> To know that Gurdwara is a Sikh place of worship 	<p>Pillars of Islam: Shahada, Salah, Saum, Zakah, Hajj</p> <ul style="list-style-type: none"> To explain the importance of Ramadan in terms of the Five Pillars of Islam To know the importance of showing commitment to a belief, value or community e.g. sacrifice
<p>Disciplinary Knowledge (Skills) Lancashire Field of enquiry</p>	Beliefs and values	Living Religious Traditions	Shared Human Experience	Search for Personal Meaning
	<p>Describe what a believer might learn from a religious teaching/ story</p> <p>Make links between ideas about morality and sources of authority</p>	<p>Describe the impact religion has on believers' lives</p> <p>Explain the deeper meaning and symbolism for specific religious practices</p>	<p>Consider the range of beliefs, values and lifestyles that exist in society</p> <p>Discuss how people make decisions about how to live their lives</p>	<p>Reflect on their own personal sources of wisdom and authority</p>
Year Five	Autumn	Spring	Summer	World Religion to be completed whenever is best
<p>Topic Theme Where can we find guidance about how to live our lives?</p>	<p>Christianity – Jesus</p> <p>Stories about Jesus</p>	<p>Islam</p> <p>The Quran</p>	<p>Christianity – Church</p> <p>Guidance</p> <p>How do people decide what to</p>	<p>Hinduism</p> <p>What might hindus learn from the stories about Krishna?</p>

	<p>Miracles</p> <p>Pilgrimage</p>		<p>believe?</p>	
<p>Substantive Knowledge</p>	<ul style="list-style-type: none"> To know what a miracle is and to know that Christians believe that miracles are 'signs' of the divinity of Jesus. To know what divine means. To retell a selection of miracle stories – and explain what these might reveal to Christians about the nature of Jesus To know why some Christians might go on pilgrimage to places associated with miraculous events and explain the impact that belief in miracles and the power of prayer might have on a Christian 	<ul style="list-style-type: none"> To know that the Islamic belief about the Qur'an is that it is the word of God To know how and why the Qur'an is a source of guidance for life for a Muslim To explain the impact of believing that the Qur'an is divine revelation and make links to other holy books. To describe and explain what Muslims believe when they describe Muhammad (pbuh) as the seal of the prophets and to know how and why Muslims might commemorate the Night of Power. To know a variety of ways that Muslims might show respect for the Qur'an – and how this symbolises their respect for God. <p>To know how the teachings of the Qur'an might influence the</p>	<ul style="list-style-type: none"> To know what Christians mean when they talk about one God in Trinity To identify the beliefs contained within the Apostle's Creed To know why the Christian community (The Church) might want/need an agreed statement of belief. To describe and explain the meaning of a range of symbols that might be used for the Trinity. To know how symbols might unite the worldwide Christian Church, link back to previous work about the church. 	<ul style="list-style-type: none"> To the story of Prince Prahlad and make links to Hindu beliefs about devotion and loyalty. To know Hindu beliefs about Krishna and what stories about Krishna might teach Hindus. To know the Hindu belief that God is present in all people (through the atman) and the impact this might have on a believer To describe and explain a variety of ways that Hindus might celebrate the festival of Holi. To suggest why there might be differences in the way that Hindu festivals are celebrated in India and how Hindu communities and individuals in the UK might celebrate.

		actions and choices of a Muslim		<ul style="list-style-type: none"> To explain how Holi celebrations might express Hindu beliefs about equality
Disciplinary Knowledge (Skills) Lancashire Field of enquiry	Beliefs and values	Living Religious Traditions	Shared Human Experience	Search for Personal Meaning
	<p>Make links between beliefs and sacred texts, including how and why religious sources are used to teach and guide believers</p> <p>Explain the impact of beliefs and values – including reasons for diversity</p>	<p>Explain differing forms of expression and why these might be used</p> <p>Describe diversity of religious practices and lifestyle within the religious tradition</p> <p>Interpret the deeper meaning of symbolism – contained in stories, images and actions</p>	<p>Explain (with appropriate examples) where people might seek wisdom and guidance</p> <p>Consider the role of rules and guidance in uniting communities</p>	<p>Discuss and debate the sources of guidance available to them</p> <p>Consider the value of differing sources of guidance</p>
Year Six	Autumn	Spring	Summer	World Religion to be completed whenever is best
Topic Theme Is life like a journey?	Buddhism What do we mean by a good life?	Hinduism Is there one journey or many?	Christianity – Church If life is like a journey what's the destination? Salvation - Easter	Christianity – God How do Christians mark the turning points on the journey of life?
Substantive Knowledge	<ul style="list-style-type: none"> To know Buddhist beliefs and teachings about how to be 	<ul style="list-style-type: none"> To analyse Hindu beliefs about samsara, karma and 	<ul style="list-style-type: none"> To know how beliefs about the death and resurrection of Jesus 	<ul style="list-style-type: none"> To know how rituals (sacraments/rites of passage) might reflect

	<p>content</p> <ul style="list-style-type: none"> • To know Buddhist beliefs and values contained within the story of Prince Siddhartha • To make links between the story of the life of Prince Siddhartha and Buddhist beliefs and teachings about The Four Noble Truths. • To describe and explain what is involved in following the Eight-Fold Path of Buddhism – and the impact that following this might have on the life of a Buddhist. • To know the importance of daily meditation in Buddhism. 	<p>moksha and how these are linked.</p> <ul style="list-style-type: none"> • To know how the belief in reincarnation might affect the way in which a Hindu views the ‘journey of life • To know how the belief in reincarnation and the law of karma might affect the way a Hindu lives. • To know and explain the four ashramas (stages of life) in the life of a Hindu and how a person might change as they move from one ashrama to the next. • To know the importance of the samskaras (rites of passage) in preparing a Hindu for the commitments of each ashrama. 	<p>might affect the life of a Christian</p> <ul style="list-style-type: none"> • To know how Christian beliefs about salvation • explain how Christian beliefs about life after death might affect a believer’s sense of purpose and behaviour throughout the journey of life • To know Christian ideas about forgiveness of sin and the different ways that people might seek to be forgiven (using terms such as confession, repentance, atonement, reconciliation) • To know the Christian teachings about the importance of forgiveness and examples of people who have put these teachings into practice. 	<p>Christian beliefs about their relationship with God.</p> <ul style="list-style-type: none"> • To know how these rituals might differ between different denominations (eg. infant baptism and believer’s baptism), and make links back to previous learning about God and the church. • To know the importance of Christian rites of passage as an expression of faith and commitment. • To know religious vocabulary to explain the symbolism of words and actions used within rituals and ceremonies. • To know what baptism means and what a baptism service might look like.
<p>Disciplinary Knowledge (Skills) Lancashire Field of enquiry</p>	<p>Beliefs and values</p>	<p>Living Religious Traditions</p>	<p>Shared Human Experience</p>	<p>Search for Personal Meaning</p>
	<p>Analyse beliefs, teachings and</p>	<p>Use developing religious</p>	<p>Consider what makes us</p>	<p>Raise, discuss and debate</p>

Westgate Primary School –RE Long Term Planning

	<p>values and how they are linked</p> <p>Explain how the beliefs and values of a religious tradition might guide a believer through the journey of life</p> <p>Explain the impact of beliefs, values and practices – including differences between and within religious traditions</p>	<p>vocabulary to describe and show understanding of religious traditions, including practices, rituals and experiences</p> <p>Explain differing ideas about religious expression</p>	<p>human – in terms of our beliefs and values, relationships with others and sense of identity and belonging</p> <p>Discuss how people change during the journey of life</p>	<p>questions about identity, belonging, meaning, purpose, truth, values and commitments</p> <p>Develop own views and ideas in response to learning</p> <p>Demonstrate increasing selfawareness in their own personal development</p>
--	--	--	--	--