



LONG TERM PLAN

RELIGIOUS EDUCATION

School Organisation

Pupils in Nursery to Year 2 are taught as single-entry year groups.

Key Stage 2 pupils are divided into 3 classes. This consists of one mixed Year 3/4 class, one mixed Year 4/5 class and one mixed Year 5/6 class.

There are three possible journeys pupils can take through key Stage 2. Each pupil will spend two years in one of the Key Stage 2 classes. The majority of pupils spend two years in Deer Class (Years 4/5).

How our Curriculum Cycles are organised so that there is coverage of all National Curriculum objectives in all subjects.

Subject Leaders have rigorously planned the curriculum cycles so that all pupils are taught the full National Curriculum, in a sequence which ensures that learning builds on prior learning, no matter how pupils travel through Key Stage 2.

- Pupils from Nursery to Year 2 are taught in single cohorts so no cycle organisation is required.
- A 2-year cycle is in place for pupils who are taught in Rabbit Class (Year 3/4) Deer Class (Year 4/5) and Stag Class (Year 5/6).

How is the curriculum sequenced?

Our Early Years Curriculum offers a wide variety of rich activities and experiences which is crucial to child development. The Religious Education element lies within 'Understanding the World' Educational Programme, although we acknowledge that all areas of learning and development in EYFS are inter-connected.

Understanding the World Educational Programme (0 – 5 years)

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



| | Autumn | Spring | Summer |
|------------------|---|---|--|
| Nursery | <ul style="list-style-type: none"> Enjoys joining in with family customs and routines. (Birthto5Matters) Remembers and talks about significant events in their own experience. (Birthto5Matters) Shows interest in different occupations. (Birthto5Matters) To develop positive attitude about the differences between people (Development Matters) | <ul style="list-style-type: none"> Enjoys joining in with family customs and routines. (Birthto5Matters) Remembers and talks about significant events in their own experience. (Birthto5Matters) Shows interest in different occupations. (Birthto5Matters) Know about differences between families & celebrations within the nursery community Continue to develop positive attitude about the differences between people (Development Matters) | <ul style="list-style-type: none"> Remembers and talks about significant events in their own experience. (Birthto5Matters) Enjoys joining in with family customs and routines. (Birthto5Matters) Shows interest in different occupations. (Birthto5Matters) Continue to develop positive attitude about the differences between people (Development Matters) |
| Reception | <ul style="list-style-type: none"> Enjoys joining in with family customs and routines. (Birthto5Matters) Know about some key events from different cultural communities (Christmas, Harvest) | <ul style="list-style-type: none"> To talk about celebrations and experiences in own family life Know about some key events from different cultural communities (Chinese New Year) | <ul style="list-style-type: none"> To talk about celebrations and experiences in own family life 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. (Early Learning Goal) |

Purple denotes Christianity

Yellow denotes whole school approach to Christmas and Easter

Blue denotes other core religions

Green denotes unit on diversity

Orange denotes thematic unit

* Denotes extra units needed to fit into rolling programme.



| Year | Autumn | | Spring | | Summer | |
|-------------------------|--|--|---|--|--|--|
| 1 | What can we learn about Christianity from visiting a church? | Why are gifts given at Christmas? | What do Christians believe about God? | What is the Easter Story? | Why is Jesus special to Christians? | What can we find out about Buddha? |
| 2 | Why is the Bible special to Christians? | How and why is light important at Christmas? | What does it mean to belong in Christianity? | How do Christians celebrate Easter? | How do Buddhists show their beliefs? | What can we learn about our local (Christian) faith communities? |
| Y3/4 Cycle A | How do Hindus worship? | How and why is Advent important to Christians? | What can we learn about Christian beliefs and worship by visiting churches? | What do Christians remember on Palm Sunday? | What can we learn from the story of St Cuthbert? | What do Hindus believe? |
| Y3/4 Cycle B | Why do Hindu people go to the Mandir? * | Why do Christians call Jesus the light of the World? | What do we know about the Bible and why is it important to Christians? | Why is Lent such an important time for Christians? | Why do people visit Durham Cathedral today? | What do traditional Hindu stories tell us about their beliefs? * |
| Y4/5 Cycle A | Why is Moses important to Jewish people? | What are the themes of Christmas? | Why do Jewish people go to the synagogue? | Why is the Last Supper so important to Christians? | How and why do people show care for others? | What do Christians believe about God? |
| Y4/5 Cycle B | What do Jewish people believe? * | Where do traditions at Christmas come from? | How are Jewish beliefs expressed in the home? | Why are Good Friday and Easter Day the most important days for Christians? | How do people express belonging? * | What do Christians believe about Jesus? |



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|-----------------------------|---|---|---|--|---|---|
| Year 5/6 Cycle A | Why do people use rituals today? | What do the Gospels tell us about the birth of Jesus? | What can we find out about our local Muslim community? | What happened after Easter Sunday and how did this influence Christianity? * | What can we learn about religious diversity in our area? | So, what do we know about Christianity? (Statutory bridging unit) |
| Year 5/6 Cycle B | How and why do people care about the environment? | Why is Christmas so significant for Christians? * | What are the five pillars of Islam and why are they important to Muslims? * | What does the Bible tell us about the death of Jesus? * | What can we learn about religious diversity in our country? * | So, what do we know about Christianity? (Statutory bridging unit) |