All Saints Church of England Primary School

'Playing our part in God's plan as we journey together to achieve the best for ourselves and others.'

RE Long Term Plan

Golden Thread = highlighted in yellow

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YR	**Concept: Belonging** **Why is the word 'God' so important to Christians?** **Link to Harvest**	**Concept: Celebrating Birthdays**	**Concept: Remembering** **Remembering Guru Nanak** **Sikhi**	**Concept: Celebrating New Life** **Why do Christians put a cross in an Easter garden?**	**Concept: God/Creation** **How can we care for our wonderful world?**	**Concept: Specialness** **Special Clothes** **Sikhi**
Year R	Communicate: Children can express creatively their response to their own experiences of the concepts/words introduced. Apply: Children can recognise their responses relate to events in their own lives. Inquire and Contextualise: Children can recognise what has been taught about the concept/word and how they are used in the tradition studied. Evaluate: Children can in simple terms recognise something of value of these concepts/words in the lives of those living in the traditions studied as well as for their own lives and communities.					
Y1	**Concept: Community** **Sikhi** **Link to harvest**	**Concept: Waiting** **Why does Christmas matter to Christians?** **Christianity**	**Concept: Belonging** **Gospel: What is the good news Jesus brings? (Jesus choosing his disciples)** **Christianity**	**Concept: Happy and Sad** **Why does Easter matter to Christians?** **Christianity**	**Concept: Special (Books)** **Sikhi**	**Concept: Love (as forgiveness)** **What do Christians believe God is like?** **The Lost Son (parable)** **Christianity**
Year 1	Communicate: Children can express creatively their response to their own experiences of the concepts/words introduced. Apply: Children can recognise their responses relate to events in their own lives. Inquire and Contextualise: Children can recognise what has been taught about the concept/word and how they are used in the tradition studied. Evaluate: Children can in simple terms recognise something of value of these concepts/words in the lives of those living in the traditions studied as well as for their own lives and communities.					

Y2	**Concept: Creation** **Who made the world? (Link to Harvest)** **Christianity**	**Concept: Recognition** **Why does Christmas matter to Christians?** **Christianity**	**Concept: Community** **Special places** **Sikhi**	**Concept: Forgiveness** **Why does Easter matter to Christians?** **Christianity**	**Concept: Special people** **Sikhi**	**Concept: Fair and Unfair** **What do Christians believe God is like?** **Jonah**
Year 2	Communicate: Children can express creatively their response to their own experiences of the concepts/words introduced. Apply: Children can recognise how their responses relate to events in their own and sometimes other people's lives. Inquire and Contextualise: Children can simple describe what has been taught about how the concept/word and how it is used in the tradition studied. Evaluate: Children can in simple terms discern something of the value of these concepts/words in the lives of those living in the traditions studied as well as for their own lives and communities.					
Y3	**Concept: Ritual** **Sukkot** **Jewish Traditions**	**Concept: Holy** **Mary, Mother of God** **Christianity**	**Concept: Belonging** **Shabbat** **Jewish Traditions**	**Concept: Salvation** **Why do Christians call the day Jesus died 'Good Friday'?** **Christianity**	**Concept: Love** **Gospel** **Christianity**	**Concept: Authority** **The Torah** **Jewish Traditions**
Year 3	Communicate: Children can express creatively as well as describe their response to their own experiences of the concepts/words introduced. Apply: children can recognise and describe how their responses relate to events in their own and sometimes other people's lives. Inquire and Contextualise: Children can accurately describe what has been taught about the meanings of concepts/words (taught in the inquire step). Children can accurately describe some variations in ways in which the concept/word is shown in lives of people encountered and studied (taught at the contextualise step). Evaluate: Children can discern and describe the value of these concepts/words in the lives of those living in the traditions encountered and studied as well as recognising some of the issues this might raise. Children can discern possible value for their own lives and communities.					

Y4	**Concept: Special** **(Creation)** **What do Christians learn from the creation story?** **Christianity**	**Concept: Hope** **What is the trinity?** **Christianity**	**Concept: Community** **Passover and Moses** **Jewish Traditions**	**Concept: Salvation** **Why do Christians remember the events of Holy Week every year?** **(Eucharist)** **Christianity**	**Concept: Kingdom of God** **When Jesus left what was the impact of Pentecost?** **Holy Spirit** **Christianity**	**Concept:** **The Mezuzah** **Jewish Traditions**
Year 4	Communicate: Children can express creatively as well as describe their response to their own experiences of the concepts/words introduced. Apply: children can recognise and describe how their responses relate to events in their own and sometimes other people's lives. Inquire and Contextualise: Children can accurately describe what has been taught about the meanings of concepts/words (taught in the inquire step). Children can accurately describe some variations in ways in which the concept/word is shown in lives of people encountered and studied (taught at the contextualise step). Evaluate: Children can discern and describe the value of these concepts/words in the lives of those living in the traditions encountered and studied as well as recognising some of the issues this might raise. Children can discern possible value for their own lives and communities.					
Y5	**Concept: Community** **Ummah** **Islam**	**Concept: Incarnation** **Was Jesus the Messiah?** **Christianity**	**Concept: God** **What does it mean if God is holy and loving?** **Sacrifice** **Christianity**	**Concept: Salvation** **What did Jesus do to save human beings?** **Sacrifice** **Christianity**	**Concept: Belonging** **Shahada and Salat** **Islam**	**Concept: Wisdom** **Guru Nanak** **Sikhi**
Year 5	Communicate: Children can respond creatively as well as begin to explain their response to their own experiences for the concepts/words introduced. Apply: Children can explain some examples how their responses relate to events in their own and other people's lives. Inquire and Contextualise: Children can accurately explain meanings of concepts/words in the traditions encountered and studied. Children can accurately explain the way the concepts/words in the traditions encountered and studied impact the lives of those in the traditions with examples (taught in the Contextualise step). Evaluate: Children can discern the value of these concepts/words in the lives of those living in the traditions encountered and studied, as well as recognising some of the issues this might raise. Children can discern possible value in the concepts/words for their own lives and communities.					

Y6	**Concept: Love** **The Golden Rule** **Humanism**	**Concept: Interpretation** **Christianity**	**Concept: Creation/Fall** **Creation and Science: Conflicting or complementary?** **Christianity**	**Concept: Salvation** **What difference does the resurrection make to Christians?** **Christianity**	**Concept: Peace** **Revelation of the Qur'an, Ramadan and Sawm** **Islam**	**Concept: Special (Ritual)** **Wudu and Eid-ul-Fitr** **Islam**
Year 6	Communicate: Children can respond creatively as well as begin to explain their response to their own experiences for the concepts/words introduced. Apply: Children can explain some examples how their responses relate to events in their own and other people's lives. Inquire and Contextualise: Children can accurately explain meanings of concepts/words in the traditions encountered and studied. Children can accurately explain the way the concepts/words in the traditions encountered and studied impact the lives of those in the traditions with examples (taught in the Contextualise step). Evaluate: Children can discern the value of these concepts/words in the lives of those living in the traditions encountered and studied, as well as recognising some of the issues this might raise. Children can discern possible value in the concepts/words for their own lives and communities.					