



RE Long-Term Plan 2022-23

Equipping Children for a World of Possibilities

RE INTENT

Curriculum Intent: Equipping Children for a World of Possibilities.

RE Subject Intent: To build a curriculum subject which develops learning and results in the acquisition of knowledge.
To build a curriculum subject which ensures children recognise and celebrate cultural diversity.

RE IMPLEMENT

How is your subject taught?

- All children at Henry Hinde Infant School are taught RE in whole classes. Discussion and oral work form a big proportion of RE sessions, encouraging children to discuss and ask questions about major faiths allowing their skills of investigating, reflecting, expressing, interpreting and empathising to be developed.
- Reception children take part in learning about other faiths and religions in short burst sessions, focussing mainly on major religious festivals throughout the year, including Christmas, Easter, Diwali and Passover. Children are also encouraged through Show and Tell sessions to focus on celebrations that are important to them and their families, extending their understanding of the wider world. At Christmas time, all children focus on learning about a Christian family that celebrates Christmas and compare it to how Christmas is celebrated in their own home.
- RE is taught weekly throughout Year 1 and 2 in whole classes. Key Stage 1 children are taught units of work from the Warwickshire Agreed Syllabus and learn about 3 major faiths throughout the year – Christianity, Judaism and Islam. We also cover Sikhism, Hinduism and Buddhism on at least one occasion in the year, through assemblies or through recognising a major religious festival.
- Children produce a range of work in their books linked to their understanding of RE – this could take the form of role-play, writing based tasks, producing or discussing religious artwork and also tasks where children work together and discuss key themes.
- Key Stage 1 children also have the opportunity to visit at least one place of worship during their time at the school – we have established links with our local church and the vicar has recently started to come to lead an assembly once every half term. Year 1 children visit the church as part of our Autumn Term learning about Christianity. All children take part in a performance at Christmas each year, which links to a Christian religious message. They will have been taught the story and meanings behind the major Christian festival.
- We show an appreciation for other cultures, and we are ensuring that a range of faiths, linked to the heritage of our children, are explored. In Reception as part of their ‘Understanding the World’ strand, children are encouraged to ask questions about others faiths and during their teaching sessions, children look at artefacts and objects of interest associated with different cultures as a way of provoking discussion.



RE Long-term Plan – Using Warwickshire Agreed Syllabus for Religious Education 2017-2022

	Autumn	Spring	Summer
Year R (in addition to teaching using the EYFS guidance)	<p>What stories are special and why?</p> <ul style="list-style-type: none"> • Christianity - special people and books • Diwali • The First Christmas • Celebrations <p>RELIGIONS COVERED – Christianity, plus any religions touched upon through discussion about family traditions.</p>	<p>What times are special and why?</p> <ul style="list-style-type: none"> • Chinese New Year • Holi • Easter • Passover <p>RELIGIONS COVERED – Christianity and Hinduism, Judaism</p>	<p>What is special about our world?</p> <ul style="list-style-type: none"> • Buddha Day • Eid <p>RELIGIONS COVERED – Christianity, Islam and Buddhism</p>
Year 1	<p>AUTUMN1 Who is a Christian and what do they believe?</p> <p>AUTUMN 2 What makes some places sacred?</p>	<p>SPRING 1 Who is Jewish and what do they believe?</p> <p>SPRING 2 What does it mean to belong to a faith community?</p>	<p>SUMMER 1 Who is Muslim and what do they believe?</p> <p>SUMMER 2 Who is Sikh and what do their believe?</p>
Year 2	<p>AUTUMN 1 How should we care for others and the world and what does it matter?</p> <p>AUTUMN 2 How and why do we celebrate sacred times?</p>	<p>SPRING 1 Who is Jewish and what do they believe?</p> <p>SPRING 2 What can we learn from the life of the Buddha?</p>	<p>SUMMER 1 Who is Muslim and what do they believe?</p> <p>SUMMER 2 What can we learn from sacred books?</p>

RE Medium-term Plan

Year Group: 1	Term: Autumn 1	Unit of Learning: Who is a Christian and what do they Believe?
About the unit: Who is a Christian and what do they Believe?	Where the unit fits in: Pre-KS1 unit taught during Autumn 1 of Year 1 to link with previous learning and set the scene for future units.	
Prior Learning: EYFS learning about other cultures and traditions	Vocabulary:	Resources
Assessment (By the end of this unit the children will be able to...)		
<ul style="list-style-type: none"> • Talk about the fact that Christians believe in God and follow the example of Jesus (A1). • Recognise some Christian symbols and images used to express ideas about God (A3). Expected: • Talk about some simple ideas about Christian beliefs about God and Jesus (A1). • Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2). • Talk about issues of good and bad, right and wrong arising from the stories (C3). 		
Learning Objective	Possible teaching Activities	Learning Outcomes
Who is God? What do Christians believe about God?	Discussion – what do children know about God? Look at a picture depicting God. Explaining how Christians believe that God is all around though he cannot be seen in person.	Children will have some understanding of the importance of God to Christians.
What are the symbols of Christianity?	Look at symbols children will know e.g. Amazon. Explore the symbol of a cross and how it is represented in churches, at ceremonies, people wearing crosses on necklaces etc... Collage of a cross with tissue paper	Children will know that the cross is a symbol of Christianity. They will be able to say where crosses can be found in a religious sense.
Who is Jesus?	Talk about Jesus and how he is God's son. Link to Nativity that they performed in Reception. Explain that he was special and he performed miracles. Read 'Jesus heals the Blind Man' – look at artwork and establish who Jesus is in the picture. Write a simple sentence about Jesus being kind.	Children will be able to say that Jesus was a person who lived on earth. He was God's son. He could do things that ordinary people could not. These were called miracles.
Why did Jesus tell parables?	Explore the parable of the Wise Man and the Foolish Man. Who was best? Practical activity making a shelter on firm ground and not firm ground.	Children can explain that Jesus' stories had a message about how Christians should behave and live.

To be able to retell the story of The Lost Sheep.	Tell the story. Talk about the message for Christians. Sequence 4 simple pictures.	Children will be able to explain the message Jesus was giving about how to look after each other and not give up when things are hard.
To be able to describe the importance of Harvest for Christians.	Video link for a Harvest Festival – BBC I am thankful for... write a word on an Autumn leaf and display on a 3D tree.	Children will be able to describe how God made the earth and how Christians are saying thank you to God for the good things he has made.

Year Group: 1	Term: Autumn 2	Unit of Learning:
About the unit:	Where the unit fits in:	
Prior Learning:	Vocabulary:	Resources: Stories from the Bible, bread, Christian artefacts,
Assessment - TAKEN FROM THE SACRE DOCUMENT FOR THIS UNIT		
Recognise that there are special places where people go to worship, and talk about what people do there (A1). • Identify at least three objects used in worship in two religions (A3). Expected: • Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3). • Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2). • Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel (C1). • Ask good questions during a school visit about what happens in a church,		
Learning Objective	Possible teaching Activities	Learning Outcomes
What place is special to me?	<ul style="list-style-type: none"> • Talk about places that we find special and why. How do our special places make us feel. • Simple recording 	Appreciate that everyone has a special place and that they are different places.
Where do Christians worship?	<ul style="list-style-type: none"> • Talk about special places – where is your special place? • Introduce the church as a special place for Christians. • Talk about special features of a church and what 'holy/sacred' means • 	To be able to name the building used by Christians as a church and some of the features inside and outside it.
What do Christians use the church for?	<ul style="list-style-type: none"> • Explore what happens in a church through videos and photos • Explore children's experiences of a church • Simple recording to show what sorts of things happen in a church – singing, praying, celebrating – weddings, baptisms, funerals. 	Children can describe some things that happen in a church.
Are all churches the same?	<ul style="list-style-type: none"> • Explore a number of churches and look for similarities and differences. • Paired Work - speaking and listening Preparation for the trip – what to expect.	Children should be able to notice simple similarities and differences within churches.

<p>How does a church make me feel? FIRST HAND EXPERIENCE</p>	<ul style="list-style-type: none"> • VISIT TO THE CHURCH BOOKED FOR 5TH DECEMBER • Exploring the church for symbols • Making a Christingle • Re-enacting the Christmas story 	<p>Children should be immersed in first hand experience of being in a place of worship</p>
<p>How is Christmas celebrated in the Church?</p>	<ul style="list-style-type: none"> • Cbeebies video – How Christians celebrate Christmas. • Talk about how Christmas is celebrated in church. • Make a Christmas angel decoration to take home. 	<p>Children will be able to say how a church is decorated and what happens in a church at Christmas-time.</p>

Year Group: 1	Term: Spring 1	Unit of Learning: Who is Jewish and what do they believe?
About the unit: Introduction to Judaism	Where the unit fits in: This unit introduces children to Judaism and the key	
Prior Learning: In Reception children will have explored the celebration of Passover.	Vocabulary: mezuzah, candlesticks, challah bread, table set up for Shabbat: seder plate, matzah cover, Star of David on a chain, prayer books, chanukiah, kippah	Resources Menorah Jewish artefacts Pictures of special places
Assessment (By the end of this unit the children will be able to...)		
Emerging:		
<ul style="list-style-type: none"> • Talk about the fact that Jewish people believe in God. • Recognise that some Jewish people remember God in different ways (e.g. mezuzah, on Shabbat). 		
Expected:		
<ul style="list-style-type: none"> • Talk about how the mezuzah in the home reminds Jewish people about God. • Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat . • Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means. • Ask some questions about believing in God and offer some ideas of their own. 		
Exceeding:		
<ul style="list-style-type: none"> • Make links between some Jewish teachings and how Jewish people live. • Express their own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in the light of their learning about why Jewish people choose to celebrate in these ways. 		
Learning Objective	Possible teaching Activities	Learning Outcomes
Children will learn that many people have objects in their home that are precious to them and these can be linked to religion.	Introduce Sid and Gina – our Jewish characters. Focus on the star of David as the Jewish symbol. What is special to us? Discuss	To learn that people have places that are special to them for a number of reasons, and some people have religious buildings that are special to them.
Pupils will learn that objects that are special to Jewish people can be found in their homes.	Show Jewish artefacts and talk about their significance.	To be able to talk about the significance of some Jewish artefacts that can be found in a Jewish home.
To learn that Jewish people celebrate Shabbat each week. To understand that Jewish people believe that God made the Earth in 6 days and on the seventh day he rested – they celebrate Shabbat on this day.	Look at the Jewish special time called Shabbat. Sequencing shabbat	To be able to describe how Shabbat is celebrated each week and why.
To learn that Jewish people worship in a synagogue. To learn that Jewish people celebrate Shabbat each week. To learn that Shabbat can be celebrated inside the synagogue.	Discuss places that are special to to them. Make links with the church – how is it similar and different. Look at pictures of the synagogue.	To be able to talk about the synagogue and make comparisons to the church.

Children will learn about the story behind the Jewish festival of Hannukah.	PPT about Hannukah Make a Menorah. Write key things about Hanukkah.	To be able to describe the religious significance of Hannukah to Jewish people.
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Year Group: 1	Term: Spring 2	Unit of Learning: What does it mean to belong to a faith community?
About the unit: This unit links learning about all 3 major faiths taught and how they are all part of groups. Children will think of groups they belong to and how being in a group makes them feel.		Where the unit fits in: Draws together learning about the 3 major faiths taught during the year. Sets the scene for this to be built upon during Y2. This links with the EYFS unit taught in Year 1 where baptism was also covered.
Prior Learning: Infant baptism covered in Autumn 1	Vocabulary: group, belonging,	Resources: Examples of faith artefacts linked to Islam, Christianity and Judaism.
Assessment (By the end of this unit the children will be able to...) Emerging: <input type="checkbox"/> Talk about what is special and of value about belonging to a group that is important to them . <input type="checkbox"/> Show an awareness that some people belong to different religions. Expected: <input type="checkbox"/> Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers . <input type="checkbox"/> Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean . (recap this from Autumn 1) <input type="checkbox"/> Identify two ways people show they belong to each other when they get married . <input type="checkbox"/> Respond to examples of co-operation between different people. Exceeding: <input type="checkbox"/> Give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences. <input type="checkbox"/> Identify some similarities and differences between the ceremonies studied.		
Learning Objective	Possible teaching Activities	Learning Outcomes
To be able to understand what being part of a group means.	Talk about groups they belong to – school groups / Brownies / Rainbows, family etc... Why do they enjoy them – what sorts of things do they do? Explore symbols of belonging – we all wear lanyards at HHIS to show we belong to the staff here.	To understand what belonging to a group means. To identify what groups they belong to.
To be aware that people can belong to different religious groups.	Explore symbols of belonging to Christianity / Judaism or Islam.	To understand / /recap some of the symbols attached to particular religious groups.

<p>To understand that not everyone belongs to a religious group.</p>	<p>Find out about some symbols of 'belonging' used in Christianity and at least one other religion, and what they mean (Christianity e.g. baptismal candles, christening clothes, crosses as badges or necklaces, fish/ICHTHUS badges, What Would Jesus Do bracelets WWJD); symbols of belonging in children's own lives and experience</p> <p>Make it clear that some people choose not to belong to a faith group.</p>	<p>To understand that some people are choose not to be part of a faith group.</p>
<p>2 WEEKS</p> <p>To be able to describe an infant baptism and describe the symbolism.</p> <p>To be able to describe a Christian wedding and how the married couple 'belong' to each other.</p>	<p>Recap on infant baptism in Christianity. Find out how people can show they belong with another person, for example, through the promises made in a wedding ceremony, through symbols (e.g. rings, gifts; standing under the <i>chuppah</i> in Jewish weddings). Listen to some music used at Christian weddings. Find out about what the words mean in promises, hymns and prayers at a wedding.</p> <p>Compare the promises made in a Christian wedding with the Jewish <i>ketubah</i> (wedding contract).</p>	<p>To explore a Christian wedding and compare to a Jewish wedding contract.</p>
<p>To understand that different religions come together sometimes to work for the same end result.</p>	<p>Find out about times when people from different religions work together, e.g. in charity work or to remember special events. Examples might include Christian Aid and Islamic Relief or Remembrance on 11th November.</p>	<p>To be aware that religions do share ideas and work together in the community.</p>

<p>Year Group: 1</p>	<p>Term: Summer 1</p>	<p>Unit of Learning: Who is a Muslim and what do they believe?</p>
<p>About the unit: Children will be introduced to the religion of Islam. They will focus on learning about the mosque and main features of the Muslim way of life.</p>		<p>Where the unit fits in: Following Christianity and Judaism, this unit will further increase children's understanding of different religions and will provide another place of worship for them to compare with the other 2 major religions covered.</p>

Prior Learning: Lesson 1 links to Autumn 1 – birth of a Muslim baby	Vocabulary: mosque/masjid: wudu; calligraphy, prayer mat, prayer beads, minbar, mihrab, muezzin.	Resources: Prayer stand, Qur'an, prayer beads, pictures of the mosque
Assessment (By the end of this unit the children will be able to...) Emerging: <ul style="list-style-type: none"> • Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad. • Recognise that Muslims do not draw Allah or the Prophet, but use calligraphy to say what God is like. Expected: <p>Talk about some simple ideas about Muslim beliefs about God. Re-tell a story about the life of the Prophet Muhammad. Recognise some objects used by Muslims and suggest why they are important. Identify some ways Muslims mark Ramadan and how this might make them feel.</p> Exceeding: <p>Make links between what the Holy Qur'an says and how Muslims behave Ask some questions about God that are hard to answer and offer some ideas of their own.</p>		
Learning Objective	Possible teaching Activities	Learning Outcomes
To identify some ways a Muslim might describe God. To respond sensitively to what matters to Muslims and what matters to me.	Exploring the concept that some things cannot be seen – only the effect they have e.g. air in a balloon. Introduce Zainah – our Muslim character, and her family. Explore the idea that Muslims do not draw pictures of God (Allah) What words would you whisper into a baby's ear just after they had been born?	To be able to explain why Muslims do not have images of God.
Who is prophet Muhammed and why is he important to Muslims? Say why Muslims try to follow Muhammad and have a great respect for him. Respond sensitively to what matters to Muslims and what matters to me.	Discuss leadership – what makes a good leader? Talk through how Muhammed was a leader. Role-play the story about the ants (PPT) and how Muhammed dealt with this.	To understand that Muslims believe that Muhammed was the founder and leader of Islam and that he is highly respected.
What is a mosque and what happens at a mosque? Recognise and describe the significance of particular objects and places to Muslims? Use the right words to describe some things that are important in Islam.	Compare a mosque to a church. Look at the main features of a mosque.	To be able to talk about the main features of a mosque and how Muslims might worship there.

Year Group: 1	Term: Summer 2	Unit of Learning: Who is Sikh and what do they Believe?
About the unit: This unit explores some key themes found in Sikhism. Year 1 will focus mainly on the Gurdwara as a place of worship and comparing it to other places of worship covered this year.		Where the unit fits in: This unit introduces children to the religion Sikhism.
Prior Learning: Diwali explored in Reception	Vocabulary: Sikh, guru, Gurdwara, worship, 5 K's, Guru Nanak	Resources: Resources linked to Sikhism including artefacts, objects used in worship, pictures.
Assessment (By the end of this unit the children will be able to...)		
<p>Talk about the fact that Sikhs believe in one God</p> <ul style="list-style-type: none"> • Talk about the fact that Sikhs follow the teachings of the Gurus <p>Describe what happens in a gurdwara</p> <ul style="list-style-type: none"> • Using some correct words when referring to parts of a gurdwara and the things that happen in a gurdwara • Ask and respond to questions about being a Sikh, • Say what difference being a Sikh might make to someone's life 		
Learning Objective	Possible teaching Activities	Learning Outcomes
To know that Sikhism is a religious faith practised by people who are known as Sikh. To learn what is important to a Sikh.	Revisit symbols – we have learnt about the main symbols for Christianity, Islam and Judaism this year. Introduce the Khanda as a symbol of Sikhism. Explore the key themes of Sikhism – being charitable, loving and treating each other fairly.	I can talk about what Sikhs believe about God. I can talk about how Sikhs are encouraged to live.
Think and talk about the meanings of holy objects from Sikh life.	Talk about things that are special to us. Explore the Kara (special bangle) worn by Sikhs. Explain the meaning behind why they wear it. Activity – link to circles having no beginning and end. It is the unending oneness of God.	I can explain why Sikhs wear a special bangle called a Kara.
To know that Sikhs worship at a Gurdwara.	Explore features of a Gurdwara	I know that Sikhs worship in a Gurdwara. I can describe some of the features of a Gurdwara.
To know that Sikhs worship at a Gurdwara.	TRIP TO A GURDWARA	
Comparing the Gurdwara to other places of worship covered this year – Mosque, church and synagogue	Compare pictures and talk about differences and similarities.	I can compare the gurdwara to other places of worship.

