

RE Long Term plan Oliver's Battery

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Major Christian Festivals	HARVEST	ADVENT/CHRISTMAS	EPIPHANY	EASTER	ASCENSION AND PENTECOST Depending on date of Easter	ASCENSION AND PENTECOST Depending on date of Easter
Year R Christianity and Judaism	None this half term Settling in	<p>Christmas - Jesus' Birthday or Celebrating the birth of a baby (Celebration)</p> <ul style="list-style-type: none"> share their own experience of birth days listen to others talk about how birth is celebrated identify what a celebration is recognise how Christians celebrate Jesus' birth reflect on their idea about the importance of celebrating birth. 	<p>Jesus and special people (Specialness)</p> <ul style="list-style-type: none"> share their experiences of special people listen to others and share their feelings recognise what <i>special</i> can mean recognise that Jesus is special to Christians respond to the idea of Jesus being special. 	<p>Eggs as new signs of life (Symbols of new life)</p> <ul style="list-style-type: none"> communicate their ideas about eggs as a reminder/symbol of new life identify how Christians use eggs as a reminder/symbol of new life share their own experiences of eggs reflect on their own ideas about eggs as a reminder/symbol respond in a variety of ways to their own ideas and experiences. 	<p>Special Things (Specialness)</p> <ul style="list-style-type: none"> share their experiences of special things listen to others sharing their feelings about special things recognise what special means recognise that the Cross is special to Christians and that the Torah Scrolls are special to Jews respond to the idea of special things within Christianity and Judaism. 	<p>Special Clothes (Specialness) including reference to Hindu wedding</p> <ul style="list-style-type: none"> talk about their own responses to special clothes identify how their feelings about special clothes relate to their lives talk about the concept of special recognise that Christians and Hindus wear special clothes at certain times talk about the importance of special clothes for Christians and Jews e.g Kippah, Tallit, Tefilin

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<p>Year 1/2</p> <p>Christianity and Judaism</p>	<p>Thanking (Harvest and Sukkot)</p> <p>Pack from RE centre</p> <ul style="list-style-type: none"> Describe response to thanking and being thankful Identify why it is important to say thank you Describe different ways people show they are thankful Describe how Christians show they are thankful for harvest/why they say thank you to God Describe how and why Jews celebrate Sukkot 	<p>Nativity Journeys (Journey's End)</p> <ul style="list-style-type: none"> talk about their own responses to journey's end in their experience identify how different journey's ends relate to their lives identify and talk about different journeys' ends recognise the journey's end of the characters in the Christmas birth narratives talk about the importance of the journeys' end to Christians. 	<p>Passover (Remembering)</p> <ul style="list-style-type: none"> describe in simple terms what remembering means simply describe ways in which Jews remember the Passover story simply describe the value/importance of remembering Passover for Jews simply describe their own responses to remembering in their own experience simply describe ways in which remembering can be applied to their own and others' lives. 	<p>Easter - Sad and Happy (Changing Emotions)</p> <ul style="list-style-type: none"> talk about their own experiences of <i>sad</i> then <i>happy</i> identify feelings of sadness/happiness in different situations and for different people identify and talk about the concepts of sadness and happiness recognise how sadness and happiness are significant in the Easter story talk about the importance of the feelings of sadness and happiness to Christians when they remember the Easter story. 	<p>Special Places (Specialness)</p> <ul style="list-style-type: none"> talk about and describe in simple terms their ideas about special places identify how their ideas about special places relate to their own lives and those of others identify and talk about and describe in simple terms the concept of specialness in relation to special places recognise that the church is a special place for Christians Simply describe how a church is a special place for Christians talk in simple terms and describe in simple terms the importance of the church as a special place for Christians. 	<p>Creation Stories (Creation)</p> <ul style="list-style-type: none"> identify and talk about the concept of creation simply describe the Christian and creation stories from other religions describe in simple terms why they think Christians and those from other faiths value these stories describe in simple terms their response to creation identify simple examples of how their response to creation relates to their own and others' lives.
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<p>Year 1/2</p> <p>Christianity and Judaism</p>	<p>Special Books (Bible and Torah) (Specialness)</p> <ul style="list-style-type: none"> describe in simple terms their response to the concept of specialness in relation to books identify simple examples of how and why books can be special to themselves and others describe in simple terms the meaning of specialness simply describe ways in which the Bible is special to Christians and the Torah to Jews evaluate the concept by describing in simple terms the value of these special books to believers. 	<p>Candles at Hannukah and Advent (Symbol)</p> <ul style="list-style-type: none"> Talk about their own responses to candle flame Identify how candle flame relates to their own lives Talk about candle flame as a reminder (a symbol) of important people or events Recognise how candle flames are used at Hannukah and Advent Talk about the importance of candle flames in simple terms 	<p>Ideas about God (God)</p> <ul style="list-style-type: none"> describe in simple terms their own response to the idea of <i>God</i> identify simple examples of how ideas about God relate to their own life and the lives of others describe in simple terms the concept of <i>God</i> simply describe how the idea of <i>God</i> is expressed in Judaism and Christianity describe in simple terms the importance of ideas about God to Jews and Christians. 	<p>Key events in the Life of Jesus (Authority)</p> <ul style="list-style-type: none"> describe in simple terms their own responses to authority figures identify simple examples of ways in which people with authority affect theirs and others' lives describe in simple terms the meaning of the concept authority give a simple description about events in Jesus life which demonstrate his authority describe in simple terms the importance of Jesus' authority to Christians. <p>PALM SUNDAY</p>	<p>Special foods (Specialness) or SHABBAT</p> <ul style="list-style-type: none"> simply describe foods that are special to them describe how different foods are important to different people describe simply why some foods are special describe simply what Christians think about when they share their special food (<i>bread and wine</i>) (Symbol) describe simply how Jews share their special food (Shabbat) describe simply why bread and wine is important for Christians/ why Kosher food is important for Jews <p>SHABBAT (remembering)</p> <ul style="list-style-type: none"> identify and talk about words associated with remembering recognise that Jews remember creation and the day of rest when 	<p>Water (Ritual) including Hinduism the Ganges</p> <ul style="list-style-type: none"> identify and talk about the concept of <i>ritual</i> simply describe how Christians use water in the baptism ritual and simply describe some Hindu rituals in the River Ganges describe in simple terms the value of these rituals to Christians and Hindus and talk about an issue raised describe in simple terms their own water rituals identify simple examples of how their response to water rituals relates to their own lives.
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					<p>they celebrate Shabbat</p> <ul style="list-style-type: none">• evaluate remembering when talking about how important it is for Jews• talk about their own responses to remembering• identify what it is important to remember, and when.	
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Year 3/4	Diwali	Angels	Making Choices	Paschal Candle	Hindu worship	Myth
	<i>(Good and Evil)</i>	<i>(Angels)</i>	<i>(Temptation)</i>	<i>(Ritual)</i>	<i>(Devotion)</i>	<i>(Myth)</i>
<p>Christianity Hinduism</p>	<ul style="list-style-type: none"> • describe the concepts of good and evil • describe ways in which Hindus remember good and evil in the story and celebrations of Diwali • describe the importance of Hindus valuing good overcoming evil • describe their own responses to the concepts of good and evil • describe examples of how responses to good and evil affect their own and others' lives. 	<ul style="list-style-type: none"> • describe their own responses to angels. • describe examples of how their responses to angels can be applied to their and others' lives. • describe the meaning of <i>angels</i>. • describe how angels are used in the stories of the birth of Jesus. • evaluate the importance of angels by describing their value to Christians and by identifying an issue raised. 	<ul style="list-style-type: none"> • describe what temptation means • describe how Christians believe that Jesus was tempted • describe why it is/is not important for Christians to recognise that Jesus was tempted • describe how they feel when they are tempted • describe situation when people might be tempted. 	<ul style="list-style-type: none"> • describe/explain the meaning of the concept of ritual • describe how Christians use the Paschal Candle in a ritual to remember the resurrection of Jesus • evaluate the importance of the ritual by describing the value of the ritual to Christians and by identifying an issue raised • describe their own responses to rituals in their own experience • describe examples of how their response to rituals applies in different situations, in theirs and others' lives. 	<ul style="list-style-type: none"> • Describe their own and others ideas about the concept of devotion • Can recognise and discuss ideas about the concept of devotion • Can describe in simple terms the ritual of Hindu worship <p>Can describe ways in which Hindus worship and explain why the ritual in worship is important as a way of showing devotion</p>	<p><i>(Pack from Teacher's centre)</i></p>

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<p>Year 3/4</p> <p>Christianity and Hinduism</p>	<p>Death Ceremonies</p> <p><i>(Ceremony)</i></p> <ul style="list-style-type: none"> describe in simple terms their response to the idea of a death ceremony for a leaf identify simple examples of how the idea of death ceremonies affects their lives and the lives of others identify and discuss the meaning of the word ceremony describe simply how Christians perform death ceremonies describe in simple terms the importance of death ceremonies to Christians. 	<p>The Annunciation</p> <p><i>(Faith)</i></p> <ul style="list-style-type: none"> describe/explain the meaning of the term faith describe/explain how the concept of faith is expressed in the birth narratives evaluate by describing/ explaining the importance of faith in this story for Christians describe/express (with explanations) a personal response to the concept of faith describe/explain examples of how faith might affect their own lives or the lives of others. 	<p>Holi</p> <p><i>(Good and Evil)</i></p> <ul style="list-style-type: none"> describe the concepts of good and evil describe ways in which Hindus remember good and evil in the story and celebrations of Holi describe the value of the ways in which good over evil is celebrated and identify an issue raised describe their responses to the concepts of good and evil describe incidents in their own and others' lives where good comes out of evil. 	<p>Trees</p> <p><i>(Symbol)</i></p> <ul style="list-style-type: none"> describe their own response to trees as symbols describe examples of when the tree symbol is used/is useful describe what the word symbol means describe how the symbol of a tree is used in Christianity and Islam describe the importance of the tree as a symbol to Christians. 	<p>How do people perceive God?</p> <p><i>(God/interpretation/fai th)</i></p> <ul style="list-style-type: none"> describe their own interpretations of God and those of Hindus describe how interpretations of God change in different circumstances explain the meaning of interpretation describe/explain how Christians and Hindus interpret God <p>evaluate, by describing and explaining, the value of believers' interpretations of God</p> <p>God Talk</p> <p><i>(God)</i></p> <p>God Talk pack from RE centre</p>	<p>Christian Miracle Stories</p> <p><i>(Divinity)</i></p> <ul style="list-style-type: none"> recognise and discuss ideas about the concept of divine describe in simple terms some of the beliefs Christians have about Jesus with reference to appropriate stories.
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<p>Year 5/6</p> <p>Christianity and Islam</p>	<p>Places of Worship (Sacred Places)</p> <ul style="list-style-type: none"> explain the significance of sacred places for different people describe and explain features of a church which create a sense of sacred describe and explain the features of a mosque which create a sense of sacred explain how and why people show that a place is sacred to them. 	<p>The Magi (Prophecy)</p> <ul style="list-style-type: none"> explain a personal response to the concept of prophecy explain how prophecy might affect their own lives explain the meaning of prophecy explain the significance of prophecy within the story of the Magi's gifts evaluate, by explaining the importance of prophecy in this story for Christians. 	<p>Eid-ul-Adha (Sacrifice)</p> <ul style="list-style-type: none"> communicate – what is my experience of the concept of sacrifice How does sacrifice apply to our own and others' lives? What do we mean by the word sacrifice? What do Muslims celebrate at the festival of Eid-ul-Adha? What is the value of sacrifice during Eid ul Adha? 	<p>The Empty Cross (Resurrection)</p> <ul style="list-style-type: none"> explain the meaning of <i>resurrection</i> explain the story that illustrates Jesus' resurrection and explain how the empty cross is a symbol of resurrection for Christians evaluate the significance of resurrection by explaining its importance to Christians and identifying some issues raised explain their own responses to the concept of resurrection explain how responses to the idea of resurrection affect the way people live. 	<p>Prayer (Ritual)</p> <ul style="list-style-type: none"> explain the meaning of <i>ritual</i> explain how ritual is expressed by some Christians and Muslims evaluate the significance of ritual by explaining its importance to Christians and Muslims and by identifying some issues raised explain their own responses to ritual explain examples of how their responses can be applied to their own and others' lives. 	<p>Making Decisions (Persuasion)</p> <ul style="list-style-type: none"> Experiences of being persuaded Is it wrong to persuade somebody to do something they don't want to do? What is persuasion? Can explain how disciples used persuasion What does persuasion mean when you have free choice?
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<p>Year 5/6</p> <p>Christianity and Islam</p>	<p>Creation Stories (Stewardship)</p> <ul style="list-style-type: none"> describe/explain what stewardship is describe/explain how stewardship is expressed within the Muslim world view evaluate by describing/explaining the importance and relevance of stewardship to Muslims describe/express a personal response to the concept of stewardship describe/explain how the concept can be applied in their own and others' lives. 	<p>The two birth narratives (Interpretation)</p> <ul style="list-style-type: none"> explain the meaning of the word interpretation explain why there are two interpretations of the story of the birth of Jesus in the Bible explain the value of the two interpretations for Christians and describe some issues raised explain a personal response to the way in which different interpretations of situations have been evident in their own experience explain how their ideas about interpretation may affect their experiences and others' experiences. 	<p>Flight (Flight as a symbol)</p> <ul style="list-style-type: none"> explain the meaning of the concept of symbol explain how flight as a symbol is expressed in different religious stories evaluate flight as a symbol by explaining its meaning in different religions and identify and describe some issues raised explain a personal response to flight as a symbol explain how their response to flight as a symbol can affect their own and others' lives. 	<p>Jesus, his teachings and his messages (What can we discover about the message of Jesus?)</p> <ul style="list-style-type: none"> explain the concept of messages explain what Christians believe Jesus' messages are explain the value of Jesus' messages to Christians and identify and describe some issues raised express a personal response to messages in their own experience explain examples of how messages are significant in their own and others' lives and in different situations. 	<p>Jesus through Art (Imagery) <i>See curriculum pack</i></p> <p>Enquire – What does imagery mean? (Historic figures/famous people/popular people the pupils know from TV</p> <p>Contextualise – How do Christians use imagery to express ideas about belief?</p> <p>Do these images tell you anything about the life of Jesus? Which stories do you know?</p> <p>Evaluate – what is the value of imagery to Christians?</p> <p>Communicate-What is my response to imagery in my own experience?</p> <p>Apply – How does imagery affect my life and the lives of others? What does it make us think /do?</p>	<p>The Journey Of Life (Rites of Passage)</p> <ul style="list-style-type: none"> they can explain a personal response to the concept of rites of passage and can explain what events have been important in their journey of life so far they can explain how the concept of life as a journey marked by rites of passage can be applied in their own and others' lives they can explain the meaning of rites of passage they can explain the meaning of the Muslim naming ceremony and the Hajj they can evaluate, by explaining, the importance and relevance of rites of passage to believers.
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Concepts are in bold

There is one RE unit taught each half term

Breadth of study:

At Key Stage 1 pupils are expected to study Christianity and one other religion (**Hinduism/Judaism** evident at present in planning)

At Key Stage 2 pupils are expected to study Christianity and 2 other religions (**Hinduism, Islam**, Judaism evident in planning at present)