



Rosley C of E School
RE LONG TERM PLAN 2023 - 2025



At Rosley CE Primary School, we use ‘Understanding Christianity’ resources to assist teacher planning. Below is an overview of the learning focus for each half term in each class. Pupils receive 1 hour per week of timetabled RE lessons. RE is taught in sequenced weekly lessons. Class teachers may choose to adapt the learning focus to suit their class but must ensure full coverage throughout the two-yearly cycle.

	Year B 2023 - 24			Year A 2024-25		
CLASS/YEAR	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
Class 1 YEARS R, 1 & 2	<p>Intro to RE</p> <p>Why do Christians celebrate harvest?</p> <p>Why does Christmas matter to Christians? (Incarnation)</p> <p>FS Special days & Celebrations: Diwali, Bonfire Night, Poppy Day</p>	<p>P4C</p> <p>What is the Good News that Jesus brings? (Gospel)</p> <p>Why is baptism important to Christians?</p> <p>FS Special days & Celebrations: Lunar New Year, Mother’s Day</p>	<p>What do Christians believe God is like? (Kingdom of God)</p> <p>Who was the Prophet Muhammed pbuh and what are the 5 pillars of Islam</p> <p>FS Special days & Celebrations: Father’s Day</p>	<p>Intro to RE</p> <p>How do Christians show they are thankful at harvest?</p> <p>Why do Christians give gifts at Christmas? What are the messages of Christmas?</p> <p>FS Special days & Celebrations: Diwali, Bonfire Night, Poppy Day</p>	<p>P4C</p> <p>Why do Christians put a cross in the Easter garden? (Salvation)</p> <p>Why does Easter matter to Christians? (Salvation)</p> <p>FS Special days & Celebrations: Lunar New Year, Mother’s Day</p>	<p>Why is the word ‘God; so important to Christians? Who made the world? (Creation)</p> <p>Who is Allah and how might ceremonies give people a sense of identity and belonging?</p> <p>FS Special days & Celebrations: Father’s Day</p>



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<p>Class 2 YEARS 3 & 4</p>	<p>What is the Trinity? (Incarnation/God)</p> <p>BUDDHISM WEEK: Can I outline key features of a World view?</p>	<p>Why do Christians call it 'Good Friday'? (Salvation)</p> <p>P4C</p>	<p>What do Christians learn from the Creation story? (Creation/Fall)</p> <p>BUDDHISM WEEK: Is there a God?</p>	<p>What is it like to follow God? (People of God)</p> <p>ISLAM WEEK: Where might religious beliefs come from?</p>	<p>What kind of world did Jesus want? (Gospel)</p> <p>P4C</p>	<p>When Jesus left, what was the impact of Pentecost? (Kingdom of God)</p> <p>ISLAM WEEK: What difference might being a Muslim make to daily life?</p>
<p>Class 3 YEARS 5 & 6</p>	<p>Was Jesus the Messiah? (Incarnation)</p> <p>BUDDHISM WEEK: Can I outline key features of a World view?</p>	<p>What did Jesus do to save human beings? (Salvation)</p> <p>P4C</p>	<p>What would Jesus do? (Gospel)</p> <p>BUDDHISM WEEK: How might beliefs shape identity for Buddhists?</p>	<p>How can following God bring justice and freedom? (People of God)</p> <p>ISLAM WEEK: How reliable are sources of authority?</p>	<p>What kind of king is Jesus? (Kingdom of God)</p> <p>P4C</p>	<p>Creation and science: conflicting or complementary? (Creation/Fall)</p> <p>ISLAM WEEK: What might it be like to be part of a global religious community?</p>
<p>Visits and visitors</p>	<p><i>Values Launch Day Spirituality Day</i></p>	<p><i>Values Launch Day Visit to cathedral</i></p>	<p><i>Values Launch Day Visit to Buddhist temple 4Front Theatre</i></p>	<p><i>Values Launch Day Spirituality Day Visitor – Imran Kotwal</i></p>	<p><i>Values Launch Day</i></p>	<p><i>Values Launch Day</i></p>



World Religions and Worldviews

At Rosley CE Primary School, we teach about Islam in KS1 and Islam and Buddhism in KS2. In Reception and KS1, lessons about world religions in RE are taught in sequenced weekly lessons over a half term. In KS2, lessons about world religions in RE are taught in two separate week blocks, one at the beginning of the school year and one at the end. Each class will also have a focused P4C session aimed at developing pupils' independent, philosophical thinking.

	Year B 2023 - 2024	Year A 2024 - 2025
Class 1 YEARS R & 1	<p>Autumn Reception – Diwali Spirituality Day (theme – water)</p>	<p>Autumn Reception – Diwali Spirituality Day (theme – tba)</p>
	<p>Spring Reception – Lunar New Year P4C (ownership – the boat)</p>	<p>Spring Reception – Lunar New Year P4C (can we believe what we see? The bicycle)</p>
	<p>Summer Islam Who was the prophet Muhammed pbuh, and what are the 5 pillars of Islam?</p>	<p>Summer Islam Who is Allah and how might ceremonies give Muslims a sense of identity and belonging?</p>



<p>Class 2 YEARS 2,3&4</p>	<p style="text-align: center;">Autumn Buddhism</p> <p style="text-align: center;">Can I outline key features of a World view?</p> <ul style="list-style-type: none"> • Understand the story of the origins of Buddhism • Explore the 4 noble truths • Consider what the symbol of the Dharmic wheel represents • Explore meditation and consider its importance to Buddhists <p style="text-align: center;">Spirituality Day (theme – water)</p>	<p style="text-align: center;">Autumn Islam</p> <p style="text-align: center;">Where might religious beliefs come from?</p> <ul style="list-style-type: none"> • Explore the life of the Prophet from birth to death • Consider the origins of the Qur’an and its importance as a source of authority in the lives of Muslims today <p style="text-align: center;">Spirituality Day (theme tba)</p>
	<p style="text-align: center;">Spring P4C - tba</p>	<p style="text-align: center;">Spring P4C - tba</p>
	<p style="text-align: center;">Summer Buddhism</p> <p style="text-align: center;">Is there a God?</p> <ul style="list-style-type: none"> • Visit a Buddhist temple • Observe and consider the similarities and differences between different sacred buildings and the beliefs and worldviews of those who use them • How does the Buddhist understanding of creation contrast with that of Christianity? 	<p style="text-align: center;">Summer Islam</p> <p style="text-align: center;">What difference might being a Muslim make to daily life?</p> <ul style="list-style-type: none"> • Develop a deeper understanding of the 5 pillars of Islam (Shahadah, Salah, Zakat, Sawm and Hajj) • Explore the importance of Ramadan in British Muslim life • Explain the role of the 2 Eid Festivals and Jummah prayers



<p>Class 3 YEARS 5 & 6</p>	<p style="text-align: center;">Autumn Buddhism</p> <p style="text-align: center;">Can I outline key features of a world view?</p> <ul style="list-style-type: none"> • Understand the story of the origins of Buddhism • Explore the 4 noble truths • Consider what the symbol of the Dharmic wheel represents • Explore meditation and consider its importance to Buddhists <p style="text-align: center;">Spirituality Day (theme – water)</p>	<p style="text-align: center;">Autumn Islam</p> <p style="text-align: center;">How reliable are sources of authority?</p> <ul style="list-style-type: none"> • Explore the Bible and Qur’an as contrasting sources of religious authority • Recognise that different Abrahamic religions tell different versions of key stories (focus on Abraham and Isaac / Ibrahim & Ishmael) • Investigate similarities and differences in the key prophets in Christianity and Islam <p style="text-align: center;">Spirituality Day (theme tba)</p>
	<p style="text-align: center;">Spring P4C - tba</p>	<p style="text-align: center;">Spring P4C – tba</p>
	<p style="text-align: center;">Summer Buddhism</p> <p style="text-align: center;">How might beliefs shape identify for Buddhists?</p> <ul style="list-style-type: none"> • Visit a Buddhist temple • Recognise different sacred places and consider their purposes • Consider how Buddhists incorporate into their daily lives, the importance of benefitting all sentient beings and the environment • Discuss the concept of Karma and the consequences of actions of body, speech and mind 	<p style="text-align: center;">Summer Islam</p> <p style="text-align: center;">What might it be like to be part of a global religious community?</p> <ul style="list-style-type: none"> • Consider how the 5 pillars of Islam bring Muslims across the world together • Develop an understanding of the importance of going on Hajj • Develop an understanding of the key events that Muslims experience when on Hajj • Consider the impact on daily life after having gone on Hajj



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Where possible, appropriate links / contrasts between the different celebrations and religions should be discussed during each teaching unit. As the revised world religions teaching becomes embedded, making link with prior learning, even across key stages, should become normal practice. Initial areas where this could be incorporated into teaching include:

Class 1

- the sense of belonging when teaching about Diwali, Baptism, and Muslim birth ceremonies
- contrasting Muslim / Christian ceremonies involving babies (Baptism & Aqiqah)
- discuss the shared importance of light when teaching Diwali, Advent, Christmas, Bonfire Night
- compare what Christians believe God is like with how Muslims see Allah
- compare Creation stories
- Compare prayer between Muslims and Christians

Class 2

- Is there a God Buddhism unit – compare & contrast this idea with prior learning about Christianity and Islam
- Where might religious beliefs come from Islam focus – compare with Why do Christians call it Good Friday (UC unit) – Jesus a prophet of Islam later followed by new teachings of Muhammed or Jesus the Son of God & the saviour?
- Compare What is it like to follow God (UC unit) with What difference might being a Muslim make in daily life
- Compare Creation stories
- Compare prayer across religions – as relevant
- Compare festivals and celebrations – as relevant e.g. Ramadan & Lent, Eid & Christmas
- Refer and compare religious texts – Qur'an & Bible

Class 3

- Creation & Science (UC unit) compare with Buddhist and Islamic teaching on Creation
- Hajj – links to Christian pilgrimage, Buddhist retreats
- What did Jesus do to save (UC unit) compare with Buddhist teachings on karma / 8 fold path and 5 pillars of Islam
- Compare prayer across religions – as relevant
- Comparing festivals and celebrations – as relevant e.g. Ramadan & Lent, Eid & Christmas
- How to live - What kind of a King is Jesus (UC unit) links to 5 pillars of Islam – prayer, charity
- Refer to and compare religious texts – Qur'an & Bible (especially during Islam focus on sources of authority)