

RE Long term Plan

St Sebastian's Lincolnshire Agreed Syllabus



Reception			
Autumn		Spring	Summer
Which people, stories and events are special to me?		What do I know about Easter and Holi?	Why are some places and objects special or sacred?
Who is special to me and why? Families, friends, community. Special events Advent and Christmas. Why these are special for Christians. Why Christians think that Jesus was a special baby: the Nativity story. How the Nativity story is celebrated in school. New life: How Christians might celebrate the birth of a baby. Diwali Why Rama and Sita are special to Hindus. How Diwali is celebrated in school.		Easter How we can see Easter around us. Signs and symbols. What Christians remember at Easter The Easter story and what it means to Christians. Holi The stories of Krishna, Holika and Prahlad. How Hindus celebrate Holi	The idea of special and sacred What makes something special. What makes objects, clothes and places special. Why some of these things are considered sacred. What we can see in a church and a mandir. Visit * to a church and mandir: Important objects, pictures and symbols. *or through virtual tours, video clips, images, etc.
Religions and Worldviews			
Compulsory: Christianity, Hinduism Other RWs should be taught as and when appropriate, based on teachers' judgement and as directed in the units.			
Year 1			
Autumn 1	Autumn 2	Spring	Summer
What do stories from religious traditions teach about God? What can we learn from other stories?	How are stories and celebrations linked?	What do creation stories teach people about God and human nature?	What do people learn from stories and festivals?
Stories How stories are passed on and help people understand the world. What makes these stories special. Sacred texts Stories from the Bible. Stories from other religions and worldviews.	The narratives behind celebrations Christmas: Big ideas and key people in the narrative. Hanukkah (Chanukah): A time of remembrance, a celebration of light.	Stories and sacred texts Creation stories from different RWs The idea of a Creator. Humanist viewpoint	Judaism: Passover, the Exodus, Sukkot. Christianity: Lent and Easter. Islam: Eid-ul-Adha
Religions and worldviews			
Compulsory Abrahamic religions: Christianity and Judaism Additional suggestions Stories with special meanings from other RWs.	Compulsory Abrahamic religions: Christianity and Judaism Additional suggestions: aspects of other RWs, e.g. festivals of light, symbolism of light.	Compulsory Abrahamic religions: Christianity, Islam and Judaism Humanism Additional suggestions: creation stories from other traditions and cultures.	Compulsory Abrahamic religions: Christianity, Islam and Judaism
Year 2			
Autumn	Spring & Summer		
What are sacred texts and why do they matter?	What is a religion? What is a worldview? What beliefs, values and practices are important in religions and worldviews?		
Sacred scriptures: origins and how they are regarded and used by believers.	Personal worldviews: what shapes these? Key beliefs Connections between RWs		

Religions and Worldviews		
Compulsory: Christianity In addition Abrahamic religion: Islam Dharmic religion: Hinduism Reference can be made to other RWs as and when appropriate, e.g. Judaism, Buddhism, Baha'i, Jainism, during the spring/summer terms.		
Year 3		
Autumn What does pilgrimage mean to individuals and communities?	Spring Which RW communities can we find in our neighbourhood?	Summer School Designed Unit
The idea of a special journey Places and journeys that people consider to be special. Sacred places and journeys The experience of pilgrimage for individuals and communities. Spiritual experiences associated with pilgrimage. Diversity in practice. Local places of significance Religious and non-religious.	RWs communities in the neighbourhood RWs communities across Lincolnshire and close to school. Links between schools and communities. Diversity within communities. Changes over time – migration accounts. The influence of communities upon the wider community. Events that bring communities together.	Suggestions Pilgrimage or special and sacred spaces in a RW not yet studied. Study of a story which uses the metaphor of a journey, e.g. Pilgrim's Progress, The Lion, The Witch and the Wardrobe. (example provided in Appendix 3) Visit to a sacred place/space in Lincolnshire or a nearby city. Pilgrimage and the Media, e.g. BBC series. Festivals in Lincolnshire: the role of communities. Case study: One community in the neighbourhood; a person who lives in the neighbourhood, a leader of a local community.
Religions and Worldviews		
Compulsory: Christianity In addition: Abrahamic religion: Islam Dharmic religion: Hinduism Further suggestions: Aspects of other Dharmic traditions. Non-religious pilgrimages It is not necessary to cover every example of pilgrimage for each RW. Teachers should choose whichever they consider most appropriate.	Communities Choice depends on locality: no specific religion or worldview is compulsory, though it is likely that a local church will be chosen.	School Designed Unit Schools should decide which religions and worldviews to cover, in line with their choice of topic for this unit. For teachers who prefer to have more direction, see examples in Appendix 3.
Year 4: Commitment, Promises and Meaning		
Autumn How do people welcome new life into the world? How do people show their commitment to a religion?	Spring How do people celebrate marriage?	Summer What do people believe about the afterlife? How is this expressed in funeral practices?
Birth and commitment ceremonies. Clothing, symbols associated with ceremonies.	The meaning of marriage. Commitment and promises. Wedding ceremonies	Religious and non-religious beliefs about life after death. Funeral rituals. The meaning of immortality.
Religions and Worldviews		
Compulsory: Christianity In addition: Abrahamic religion: Islam Dharmic religion: Sikhi Other RWs should be covered as and when appropriate, e.g. Humanist, Pagan ceremonies.		
Year 5: Expression, experience and the senses		
Autumn How do people express their beliefs through worship and caring for others? How do people use their senses in worship?	Spring What do we mean by religious and spiritual experiences?	Summer School Designed Unit
Worship – in the home and places of worship. How the senses are used in worship.	Religious and spiritual experiences	Suggestions • A study of a RW, group or denomination which may not necessarily be represented in Lincolnshire, e.g. but not covered in detail in the

How poetry, songs, literature, music and art might play a part in worship. Objects and symbols used to enrich worship. The significance of prayer. The way people express their RWs by caring for others	Encounters with God, life -changing events, conversion experiences. Experiences and feelings that cannot be easily explained, e.g. miracles, prayer.	syllabus, e.g. Baha'i, humanism, Jainism, Paganism, Quakers. This could include a visit to the associated place of worship if appropriate. • Visit to a place of worship (real or virtual), with a focus upon the experience of worship. Schools could choose a sample or focus on one. • Expression of belief and worship through picture and photographs. • Global representations of religions. • Care and charities: Case Studies • Modern day examples of miracles.
Religions and worldviews		
Compulsory Christianity In addition: Abrahamic religion: Islam Dharmic religion: Buddhism Non-religious perspectives Reference can be made to other RWs as and when appropriate.		
Year 6: Big Questions: What Do People Believe?		
Autumn	Spring	Summer
Key questions How do people know who to believe? What do people believe about the existence of God?	Key questions What do people believe about good, evil and suffering? How do people choose between right and wrong?	Key questions What do people believe about caring for the world and others? What do people believe about peace?
Broad content Wise words and inspirational people How people decide who or what to believe and what is true: authority, influence and inspiration. What people believe about God Religious, non-religious, philosophical views. What people believe about good and evil, right and wrong Abrahamic and Dharmic traditions. Philosophical thinking. Morality and ethics. What people believe about the environment Religious and non-religious viewpoints. Interpretation of sacred texts and other writings. The inter-connectedness of humans and the natural world. Stewardship, conservation. What people believe about peace Right relationships in the family, between people and the world. Religious and worldviews beliefs about peace. Leaders and activists.		Consolidation of previous learning. Building up a personal worldview.
Religions and worldviews		
Compulsory: Christianity In addition: A balance of other Abrahamic and Dharmic religions Humanism Other suggestions Philosophical viewpoints		