CROSSGATES PRIMARY SCHOOL –RE MEDIUM TERM PLAN

Blue -Believing Orange - Expressing Green -Living

British Value Links - Tolerance of those with different faiths and beliefs, Mutual Respect, Rule of Law and Individual Liberty

	Autumn		Spring		Summer		Blocks
Reception	F2 To talk about people who are special to them To say what makes their family and friends special to them To identify some of the qualities of a good friend To recall and talk about stories of Jesus as a friend to others To recall a story about a special person in Sikhism and talk about what can be learnt from it.	F1 To talk about some religious stories To recognise some religious words, e.g. about God To identify some of their own feelings in the stories they hear To identify a sacred text e.g. Bible, Qur'an To talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do	F3 To talk about somewhere that is special to themselves, saying why To be aware that some religious people have places which have special meaning for them To talk about the things that are special and valued in a place of worship To identify some significant features of sacred places To recognise a place of worship To get to know and use appropriate words to talk about their thoughts and feelings when visiting a church.	F4 To give examples of special occasions and suggest features of a good celebration To recall simple stories connected with Christmas/Easter and a festival from another faith To say why Christmas/Easter and a festival from another faith are special times for believers	F5 To re-tell religious stories making connections with personal experiences To share and record occasions when things have happened in their lives that made them feel special To recall simply what happens at a traditional Christian infant baptism and dedication To recall simply what happens when a baby is welcomed into Islam.	F6 To talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world To re-tell stories, talking about what they say about the world, God, human beings To think about the wonders of the natural world, expressing ideas and feelings To express ideas about how to look after animals and plants To talk about what people do to mess up the world and what they do to look after it	Block 1 (1 year Cycle)
Year 1	1.4 Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3). Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2)	1.1 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).	1.7 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 (A3). Give an account of what happens at a traditional Christian infant baptism	1.8 Re-tell Bible stories and stories from another faith about caring for others and the world (A2). Identify ways that some people make a response	1.6 Describe how a festival is celebrated. (A1) Identify some ways Christians celebrate Easter (A1) Describe what happens and what is	1.2 Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1). Re-tell a story about the life of the Prophet Muhammad (A2). Recognise some objects used by Muslims and suggest why they are important (A2)	Block 2 (1 year Cycle)

	Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1). Talk about issues of good and bad, right and wrong arising from the stories (C3)..	Talk about issues of good and bad, right and wrong arising from the stories (C3). Ask some questions about believing in God and offer some ideas of their own (C1).	/dedication and suggest what the actions and symbols mean (A1). Identify two ways people show they belong to each other when they get married (A1). Respond to examples of co-operation between different people (C2)	to God by caring for others and the world (B1). Talk about issues of good and bad, right and wrong arising from the stories (C3). Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2) Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1).	being celebrated at Eid-ul Fitr (A1) Describe what happens during Ramadan (A1) Retell stories connected with Easter and say why these are important to Christians (A2) Consider questions such as how might these foods help people remember this festival? (B1) Think of reasons why some people choose to fast during Ramadan(B1) Give reasons why some people like to celebrate important events (C1) Give reasons why some people use music in celebrations (C1) Describe the link between a selection of Easter artefacts and the story and celebration of Easter events (C1) Describe the link between a selection of Pesach symbols and the story of Pesach (C1)	Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1). Find out about and respond with ideas to examples of cooperation between people who are different (C2)	
Year 2/3 Cycle 1	Re-tell Bible stories and stories from another faith about caring for others and the world (A2). Identify ways that some people make a response to God by caring for others and the world (B1). Talk about issues of good and bad, right and wrong arising	L2.5 Make links between beliefs about Jesus and the celebration of Easter Make links between the symbols used by churches and Christians in holy week and the celebration of Easter Make links between the symbols on a seder plate and their meaning Make links between the story of Lakshmi and practices at Divali	1.5 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).	L2.10a Recall and describe key Jewish festivals and daily life traditions: Make connections between stories,	L2.7 Describe two things that Christians do to show their faith making connections to a Christian belief or teaching for each (A1) Describe how one hymn or song shows specific Christian beliefs or teaching (A2) Describe two things that might be hard or a challenge about being a Christian (B2) Give reasons why Christians and others help other people (C2) Note similarities and differences between the reasons that religious people and on religious people give for helping people (C2)		Block 3 (2 year cycle)

	from the stories (C3). Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2) Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1).	Suggest what matters most to believers at Easter/Id ul Fitr/Divali/Pesach Identify similarities and differences between the way two Christian denominations celebrate Easter Identify similarities and differences between the celebration of two festivals Identify some of the celebrations that form a part of my own life Make links between things that are important in our community and celebrations that are held or could be held	Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1)	beliefs, and practices: Explain the deeper significance of celebrations:	Describe an example of a Christian you have studied who helped others by his or her actions. Why did they do this? (C2)	
Year 2/3 Cycle 2	L2.1 Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1). Ask questions and suggest some of their own responses to ideas about God (C1). Suggest why having a faith or belief in something can be hard (B2). Identify how and say why it makes a difference in people's lives to believe in God (B1).	L2.2 Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2). Give examples of how and suggest reasons why Christians use the Bible today (B1). Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression (A1). Discuss their own and others' ideas about why humans do bad things and how people try to put things right (C3).	L2.4 Describe the practice of prayer in the religions studied (A2). Make connections between what people believe about prayer and what they do when they pray (A3). Describe ways in which prayer can comfort and challenge believers (B2). Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3).	1.3 Talk about how the mezuzah in the home reminds Jewish people about God (A3). 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 (B1). Re-tell a story that shows what Jewish people at the festival of Chanukah might think about God, suggesting what it means (A2).	L2.9 Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1) Make connections between stories of temptation and why people can find it difficult to be good (A2) Give examples of ways in which some inspirational people have been guided by their religion (B1). Discuss their own and others' ideas about how people decide right and wrong (C3).	

Year 4/5 Cycle 1	L2.5a **Recall** and **describe** at least two religious and two non-religious celebrations (e.g., Christmas, Eid, Diwali; birthdays, national holidays). **Identify and explain** specific features of how people mark these occasions – including rituals, foods, symbols, music, gatherings. **Recognise similarities and differences** in how different communities celebrate (for example, use of light, sharing food, reflecting, giving). **Explain why celebrations matter** to belief communities – i.e., what these festivals express about identity, values, beliefs, family or community bonds.	L2.10 **Explain links** between key Jewish stories and beliefs: **Describe how festivals and family life express beliefs**. **Explore and suggest what is worth celebrating or remembering**, drawing connections to their own lives:	U2.1 Outline clearly a Christian understanding of what God is like, using examples and evidence (A2). Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2). Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1). Present different views on why people believe in God or not, including their own ideas (C1).	L2.8 Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1) Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2) Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2) Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).	Block 4 (2 year cycle)
Year 4/5 Cycle 2	L2.6 Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2). Describe what happens in Christian, Jewish, and/or Hindu ce remonies of commitment and say what these rituals mean (A3). Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2). Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1).	L2.3 Make connections between some of Jesus' teachings and the way Christians live today (A1). Describe how Christians celebrate Holy Week and Easter Sunday (A1). Identify the most important parts of Easter for Christians and say why they are important (B1). Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2)	U2.6 Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2). Describe and reflect on the significance of the Holy Qur'an to Muslims (B1). Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2). Make connections between the key functions of the mosque and the beliefs of Muslims (A1).	U2.3 Express ideas about how and why religion can help believers when times are hard, giving examples (B2). Outline Christian, Hindu and/or nonreligious beliefs about life after death (A1). Explain some similarities and differences between beliefs about life after death (B2). Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3)	

Year 6	• Describe and explain differences within Anglican and Baptist churches • Make links between Christian beliefs and features of these places of worship. • Describe differences between worship in the home and at the mandir • Describe the differences between different Jewish synagogues. • Make links between Jewish beliefs and features of Jewish places of worship. • Describe what places of worship are for • Describe what people from different religions would say the most important function of their place of worship is • Make links between Hindu beliefs and worship. • Give examples of how places of worship are helpful to believers in difficult times • Explain how and some people see the place of worship as being more about the people than the building	• Notice, list and explain similarities and differences between different sacred buildings. • Notice, list and explain similarities and differences between Christian and Muslim sacred buildings. • Describe and make connections between examples of religious creativity in Muslim buildings • Describe why mosques matter to the Muslim community • Understand different reasons why some buildings are sacred • Consider, discuss and weigh up different views about why mosques are important. • Consider, discuss and weigh up different views about why Christian sacred buildings are important. • Consider, discuss and weigh up different views about why religious art is important. • Suggest reasons, quoting religious sources, why Muslims consider charity and generosity important • Apply ideas about worship and belief for themselves in a creative activity, using Christian scripture • Apply ideas about generosity from scriptures, Muslim and Christian, to the title question.	Describe examples of connections between anti-racism and religion (A1). Understand the challenges racism presents to human communities and consider different religious responses (B2). Discuss their own and others' ideas about reducing racism and prejudice, informed by rich knowledge of case studies (C3).	• Describe Jesus' teaching on how his followers should live. • Describe the 'mission' of Jesus and give examples of how this might mean Christians should live • Interpret the widows offering and the story of Zaccheus saying what they show Christians about how they should handle wealth • Describe some of Jesus' stories, teachings and example to show why he saw forgiveness as so important. • Explore and explain the impact of Jesus' teaching on some examples of major Christian charities in the UK today. • Use some examples of Christian text (scripture and prayer) to understand the way Christians believe we should treat each other in modern times, • Give examples of how following the example of Jesus might have on Christians and other communities	• Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2). • Describe some Christian and Humanist values simply (B3). • Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied (C3). • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2).	Block 5 (1 year cycle)

		• Suggest reasons why some people may be critical of religious art / architecture, and why some would defend it as important.		• Discuss, argue about and develop a range of answers to moral dilemmas, using the teaching of Jesus to suggest what might be good or bad about different decisions.		