

Long Term Planning: Religious Education



	Unit 1	Unit 2	Unit 3	Unit 4
EYFS	<p>Play based RE: a set of examples Who celebrates what? How and Where? Celebrations that matter in Wolverhampton (Christian, Muslim, Hindu, Sikh) Autumn- Understanding the World-People, Culture and Communities- People special to us (families), Special times/Celebrations-Diwali, Christmas, Birthdays, Weddings Spring- Understanding the World-People, Culture and Communities- - Similarities and differences, Lunar New Year, Easter Summer- Understanding the World- People, Culture and Communities-Comparing countries</p>			
Year 1 Christianity Sikhism	How can we find out about Christian beliefs? Identity and culture Prayer and worship Belonging and devotion	Beginning to learn about Sikhs Identity and culture Belonging and devotion Teachings and stories Festivals and celebrations	How and why are some books holy? Special stories of Christians and Sikhs Teachings and stories Inspiring leaders	What can we learn about prayer from stories of Jesus? Prayer and worship Belonging and devotion Teachings and stories Inspiring leaders
Year 2 Christianity Sikhism	What can we learn from stories in the bible? (Four stories of Moses). Prayer and worship Teachings and stories Inspiring leaders	Questions that puzzle us. Identity and culture Inspiring leaders Teachings and stories	Holy places: Worship at the church and Gurdwara Prayer and worship Belonging and devotion Inspiring leaders	Festivals and celebrations Identity and culture Belonging and devotion Festivals and celebrations
Year 3 Christianity Sikhism Hinduism	What do people believe about God? Prayer and worship	What is it like to be a Hindu? Identity and culture	Exploring key leaders: Sikhs and Hindus. Identity and culture Teachings and stories	What do we celebrate and why? Prayer and worship

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	Teachings and stories Inspiring leaders Identity and culture	Prayer and worship Teachings and stories	Inspiring leaders	Belonging and devotion Festivals and celebrations
Year 4 Christianity Sikhism Hinduism Islam	Beginning to learn from Islam Prayer and worship Belonging and devotion Teachings and stories	Why does the prophet Muhammad matter to Muslims? Teachings and stories. Festivals and celebrations Inspiring leaders	Why do some people think that Jesus is inspirational? Teachings and stories Inspiring leaders	What can we learn from visiting sacred places? Prayer and worship Belonging and devotion Inspiring leaders Identity and culture
Year 5 Christianity Sikhism Hinduism Islam	When, how and why do Christians pray? Identity and culture Prayer and worship Belonging and devotion	Keeping the five pillars of Islam Identity and culture Prayer and worship Festivals and celebrations Inspiring leaders	Hindu and Islamic prayer: What difference does prayer make? Prayer and worship Belonging and devotion Teachings and stories	What can we learn from religion about temptation? Identity and culture Belonging and devotion Teachings and stories Festivals and celebrations Inspiring leaders
Year 6 Christianity Sikhism Islam Humanism	What will make Wolverhampton a more respectful community? Identity and culture Belonging and devotion Inspiring leaders	Christian Aid, Khalsa Aid, Islamic Relief: Can they change the world? Teachings and stories Inspiring leaders	Values: 'What matters most?' Identity and culture Belonging and devotion Teachings and stories	Sikhs in Wolverhampton. What can we learn? Identity and culture Prayer and worship Belonging and devotion Teachings and stories Festivals and celebrations
Links to Key Stage 3	A minimum of four religions are to be studied. Christianity, Buddhism, Sikhism and Islam are recommended (an additional study of Judaism or Hindu Dharma may also be undertaken). It is recommended that pupils study non-religious beliefs and ways of life both before the age of 14 and during 14-19 RE. These may include examples such as Humanism and the ideas of people who describe themselves as 'spiritual but not religious.'			

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	<p>The Focus of RE for KS3 enable students to extend and deepen their knowledge and understanding of a wide range of religions and worldviews, recognising their historical and local, national and global contexts. Building on prior learning, they learn to appreciate religions and worldviews in systematic ways. They draw on a wide range of subject specific language confidently and flexibly, learning to use the concepts of religious study to describe the nature of religion (e.g. thinking about religion and philosophy, sociology or psychology as well as textual and historical study). They learn to understand how beliefs influence the values and lives of individuals and groups, and how religions and worldviews have an impact on wider current affairs. They learn to appraise the practices and beliefs they study with increasing discernment based on interpretation, evaluation and analysis, developing their capacity to articulate well-reasoned positions.</p>
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