



Bramford
PRIMARY SCHOOL

Religious Education Long Term Plan

EYFS

The recommendation for teaching RE in EYFS is that all children attending school should have an opportunity to experience RE. The recommendation is that when RE is taught in the Early Years Foundation Stage it should be taught in a developmentally appropriate way. It should be well thought through and it should adhere to the themes, principles and commitments enshrined in the EYFS. Religious education in the Early Years Foundation stage should help children to develop empathy, values, and a capacity to make moral judgments and healthy choices. It should also help children to develop an understanding of their own culture and the culture of others. Religious education should also help children to understand cultural diversity, well-being and community cohesion and so contribute to the preparation of children for adult life.

Religious education can make a valuable contribution to many of the main areas that are covered in EYFS, particularly, personal, social and emotional development, communication and language, literacy, understanding the world and expressive arts and design.

Religious Education will be taught to children in EYFS at an appropriate level for them through their themed topics.

Autumn 1	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Theme	Belonging within different religions.	Stories from different religions	Christianity	Islam	The Earth as God's creation.	Christianity
Key Question	Why have signs of belonging?	What can stories teach us?	What did Jesus teach?	Why do Muslims fast?	Why do we care about the planet?	What is Creed?
Key Content	What is belonging? What does belonging mean to people in different religions.	The Hare and the tortoise. The widow's mite The story of the seed sower. -Important people within Sikhism. Guru Nanak Duni Chand and the Silver Needle.	Uses of the Bible.	To keep on the straight path Muslims support each other. What holds up The House of Islam? The Five Pillars of Islam. Fasting during Ramadan. Real awareness of hunger. A test against the desires of the body	Through the scope of climate change.	A discussion around the definition of Creed and how this is seen in various religions.
Skills	Young children should be encouraged to talk and share their thoughts and views about the religious material that they learn about. Young children should also be encourage to explain or attempt to give reasons to support these views.	Children should develop a depth of knowledge into why a religious belief or practice is important. Young children should be encouraged to talk and share their thoughts and views about the religious material that they learn about. Young children should also be encourage to explain or attempt to give reasons to support these views. Children should begin to use the information that they have learned to develop their own values and beliefs.	Children should start to develop a more specific and nuanced understanding of why religious rituals and ceremonies take place. Children should be encouraged to raise questions which are important to them. Children should be encouraged to express their own views and encouraged to support their views with clear and cogent reasoning. In Key stage 2 children should develop the ability to think about and articulate their own response to the religious material they learn about and to form their own values and beliefs.	Children should start to develop a more specific and nuanced understanding of why religious rituals and ceremonies take place. Children should be encouraged to raise questions which are important to them. Children should be encouraged to express their own views and encouraged to support their views with clear and cogent reasoning. In Key stage 2 children should develop the ability to think about and articulate their own response to the religious material they learn about and to form their own values and beliefs.	Children should start to develop a more specific and nuanced understanding of why religious rituals and ceremonies take place. Children should be encouraged to raise questions which are important to them. Children should be encouraged to express their own views and encouraged to support their views with clear and cogent reasoning. In Key stage 2 children should develop the ability to think about and articulate their own response to the religious material they learn about and to form their own values and beliefs.	Children should start to develop a more specific and nuanced understanding of why religious rituals and ceremonies take place. Children should be encouraged to raise questions which are important to them. Children should be encouraged to express their own views and encouraged to support their views with clear and cogent reasoning. In Key stage 2 children should develop the ability to think about and articulate their own response to the religious material they learn about and to form their own values and beliefs. Children will be able to synthesise about the meaning of creed and how this is viewed in different religions,
Suggested Outcome	To understand the meaning of belonging and how religion can help people to have a sense of belonging.	To understand the meaning and morals of various different religious stories and what those stories can teach.	To understand some of the teachings of Jesus.	To understand the meaning of Ramadan and why this is important to people of the Islamic faith.	To understand the beliefs different religious groups about how and why we should care about the planet.	To understand the meaning of Creed.
Subject Specific Vocabulary	Belonging. Religion. Christianity.	Stories. Morals. Teaching. Learning.	Jesus. Teachings. Christianity. Bible.	Islam. Fasting. Ramadan. Five pillars.	Caring. God's creation of Earth.	Creed. Religion. Meaning.
Theme Specific Vocabulary	Belonging. Religion. Christianity.	Stories. Morals. Teaching. Learning.	Jesus. Teachings. Christianity. Bible.	Islam. Fasting. Ramadan. Five pillars.	Caring. God's creation of Earth.	Creed. Religion. Meaning.

Autumn 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Theme	Celebrations in religions.	Islam	Buddism	Sikhism	Christianity	Pilgrimage in different religions
Key Question	Why is Diwali celebrated? Why is Christmas celebrated?	What was Muhammad like?	Can we treat animals just as we like?	Why do Sikhs celebrate Diwali?	Who was Jesus?	Why go on a pilgrimage?
Key Content	What is Diwali? -religious celebrations. -why is Diwali celebrated? Comparison to Christmas. -why do we celebrate Christmas? Similarities and differences.	Key facts. Features of a mosque. Muhammad and the Night of the Power/Revelation. Allah's teachings The Angry Woman. Fasting and prayer.	Links to Buddhism. Morals. Treatment of others.	Introduction to Sikhism. The story of Akbar and the Guru's Kitchen. The story of Guru Hargobind and the 52 Princesses. We are all members of the same human race with one creator. Using metaphors to describe God. God as a potter. Diwali in Sikhism.	Who was Jesus? Why is Jesus a significant figure in Christianity?	Defining pilgrimage. Pilgrimages that people belonging to different religions make/can make. The reason for pilgrimages.
Skills	Children should develop a depth of knowledge into why a religious belief or practice is important.	Children should develop a depth of knowledge into why a religious belief or practice is important. Young children should be encouraged to talk and share their thoughts and views about the religious material that they learn about. Young children should also be encourage to explain or attempt to give reasons to support these views. Children should begin to use the information that they have learned to develop their own values and beliefs.	Children should be encouraged to raise questions which are important to them. Children should be encouraged to express their own views and encouraged to support their views with clear and cogent reasoning. In Key stage 2 children should develop the ability to think about and articulate their own response to the religious material they learn about and to form their own values and beliefs.	Children should start to develop a more specific and nuanced understanding of why religious rituals and ceremonies take place. Children should be encouraged to raise questions which are important to them. Children should be encouraged to express their own views and encouraged to support their views with clear and cogent reasoning. In Key stage 2 children should develop the ability to think about and articulate their own response to the religious material they learn about and to form their own values and beliefs. Children should understand stories from Sikhism and be able to explain their meaning.	Children should be encouraged to raise questions which are important to them. Children should be encouraged to express their own views and encouraged to support their views with clear and cogent reasoning. In Key stage 2 children should develop the ability to think about and articulate their own response to the religious material they learn about and to form their own values and beliefs. Children should be able to explain who Jesus was but also why he is important and express opinions about events from the Bible that include Jesus.	Children should start to develop a more specific and nuanced understanding of why religious rituals and ceremonies take place. Children should be encouraged to raise questions which are important to them. Children should be encouraged to express their own views and encouraged to support their views with clear and cogent reasoning. In Key stage 2 children should develop the ability to think about and articulate their own response to the religious material they learn about and to form their own values and beliefs. Children should be able to explain what a pilgrimage is and why it is important to people of religion.
Suggested Outcome	To understand what Diwali is and why it is celebrated. To understand why Christmas is and why it is celebrated.	To know the key features of a Mosque and to understand who Muhammad was and his importance.	To understand the beliefs of Buddhism about animals, people and the earth.	To understand stories from Sikhism and to understand why Diwali is celebrated.	To know and understand who Jesus was and his importance to Christians.	To understand what a pilgrimage is and why people go on them.
Subject Specific Vocabulary	Celebrations. Diwali. Christmas.	Mosque. Muhammad. Allah. Teachings.	Caring. Buddhism. Love. Morals.	Sikhism. Diwali. Celebration.	Bible. Jesus. God. Christianity.	Pilgrimage. Travel. Faith.
Theme Specific Vocabulary	Celebrations. Diwali. Christmas.	Mosque. Muhammad. Allah. Teachings.	Caring. Buddhism. Love. Morals.	Sikhism. Diwali. Celebration.	Bible. Jesus. God. Christianity.	Pilgrimage. Travel. Faith.

Spring 1	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Theme	Kindness within religion.	Prayer within different religions.	Christianity	Christianity	Islam	Judaism
Key Question	Why help others?	What is prayer?	How can Christianity influence the lives of people?	Why is the Bible called Holy?	Why do Muslims worship?	What is the Sabbath?
Key Content	The meaning of kindness. Is it important to help people?	Who prays? Why do they pray? Links between music and prayer. Understand how Muslim people pray. Writing meaningful prayers.	Rules and guidelines given by the Bible. Exploring if these are relevant for everyone.	Explore different Bibles; Children's Bible, different translations. What makes The Bible so special for Christians? Literal revelation. The Word of God. Inspired Revelation; through the power of The Holy Spirit humans gain insight into the will and nature of God.	5 pillars. Muhammad. Islamic stories to help explore reasons for worship. Are everyone's reasons for worship the same?	What is the Sabbath? Why is the Sabbath significant to people of the Jewish faith?
Skills	Children should begin to use the information that they have learned to develop their own values and beliefs. Children should be able to investigate the topic that they are learning about by gathering information and drawing some meaning from what they learned.	Children should begin to use the information that they have learned to develop their own values and beliefs. Children should be able to investigate the topic that they are learning about by gathering information and drawing some meaning from what they learned. Children should begin to reflect on the things that they have learned.	Children should start to develop a more specific and nuanced understanding of why religious rituals and ceremonies take place. Children should be encouraged to raise questions which are important to them. In Key stage 2 children should develop the ability to think about and articulate their own response to the religious material they learn about and to form their own values and beliefs.	Children should be encouraged to raise questions which are important to them. Children should be encouraged to express their own views and encouraged to support their views with clear and cogent reasoning. In Key stage 2 children should develop the ability to think about and articulate their own response to the religious material they learn about and to form their own values and beliefs. Children should be able to debate respectfully with each other, including their own values and opinions.	Children should be encouraged to raise questions which are important to them. Children should be encouraged to express their own views and encouraged to support their views with clear and cogent reasoning. In Key stage 2 children should develop the ability to think about and articulate their own response to the religious material they learn about and to form their own values and beliefs. Children should be developing the ability to synthesise about the topics that they are learning about. They should be able to make links between different facts that they have learned.	Children should be encouraged to raise questions which are important to them. Children should be encouraged to express their own views and encouraged to support their views with clear and cogent reasoning. In Key stage 2 children should develop the ability to think about and articulate their own response to the religious material they learn about and to form their own values and beliefs. Children should be developing the ability to synthesise about the topics that they are learning about. They should be able to make links between different facts that they have learned.
Suggested Outcome	To understand why it is important to help others and how people of different religions might choose to do this.	To understand what prayer is and why it is important to people of religion.	To understand the teachings of the Bible and how this influences Christians to live their lives.	To understand why the Bible is so important to Christians and what the meaning of holy is.	To understand why and the ways in which Muslim worship.	To understand what the Sabbath is.
Subject Specific Vocabulary	Kindness. Treatment of others.	Prayer. Religion. Meaning. Faith.	Bible. Rules. Guidelines.	Holy. Christianity.	Muslim. Islam. Worship. Qur'an.	Sabbath. Judaism.
Theme Specific Vocabulary	Kindness. Treatment of others.	Prayer. Religion. Meaning. Faith	Bible. Rules. Guidelines.	Holy. Christianity.	Muslim. Islam. Worship. Qur'an.	Sabbath. Judaism.

Spring 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Theme	Christianity	Judaism	Christianity	Prayer in Christianity and Islam.	Judaism	Various religions views on Soul.
Key Question	Why is Easter celebrated?	Why is Purim celebrated?	Is there a Heaven?	What makes a good prayer?	Why do Jews celebrate the Passover?	What is Soul?
Key Content	The Easter story.	Jewish symbols. Jewish clothing. The Torah Moses and the Burning Bush. Queen Esther. The Jewish festival of Purim.	Investigate the different views of heaven.	Praising (devotional) prayer. Asking (petitionary) prayer. Are there wrong things to ask for in a prayer? Vindictive prayer. Selfish prayer. Christianity and The Lord's Prayer. Islam and The Opening Prayer (The first chapter of the Qur'an)	What is Passover? Why do Jewish people celebrate Passover?	Discussions around soul.
Skills	Children should be encouraged to talk and share their opinions. Children should understand the story of Easter and why it is important to Christians and why it is celebrated.	Children should develop a depth of knowledge into why a religious belief or practice is important (Purim). Young children should be encouraged to talk and share their thoughts and views about the religious material that they learn about. Young children should also be encouraged to explain or attempt to give reasons to support these views. Children should begin to use the information that they have learned to develop their own values and beliefs.	Children should be encouraged to raise questions which are important to them. Children should be encouraged to express their own views and encouraged to support their views with clear and cogent reasoning. In Key stage 2 children should develop the ability to think about and articulate their own response to the religious material they learn about and to form their own values and beliefs. Children should develop an understanding of what Heaven means to different people and express their own views. Children should be able to analyse and interpret the information that they are given.	In Key stage 2 children should develop the ability to think about and articulate their own response to the religious material they learn about and to form their own values and beliefs. Children should be able to investigate and begin to analyse the topics that they are learning about. Children should be able to make links with things that they have previously learned about. Children should be encouraged to express their own views and encouraged to support their views with clear and cogent reasoning.	Children should be able to investigate and analyse the topics that they are learning about. Children should be able to make links between the topics that they are, and have, previously learnt about. Children should be encouraged to express their own views and encouraged to support their views with clear and cogent reasoning.	Children should be able to empathise with the views of others and consider, see and develop their own feelings and opinions of the topic being discussed.
Suggested Outcome	To understand the origins of the Easter Story and why we celebrate Easter.	To understand what Purim is and why it is celebrated.	To understand what Heaven means to different people.	To understand prayer in different religions.	To understand the meaning and processes of Passover.	To understand what soul means to them and that it can have different meanings for different people.
Subject Specific Vocabulary	Easter. Celebrate. Jesus. Christianity.	Purim. Judaism. Beliefs. Celebrations.	Heaven. Death. Passing. Next life.	Prayer. Worship. Prayer mat. Church. Mosque.	Passover. Judaism.	Soul. Religion. Self.
Theme Specific Vocabulary	Easter. Celebrate. Jesus. Christianity.	Purim. Judaism. Beliefs. Celebrations.	Heaven. Death. Passing. Next life.	Prayer. Worship. Prayer mat. Church. Mosque.	Passover. Judaism.	Soul. Religion. Self.

Summer 1	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Theme	Baptism in Christianity	Signs of God in different religions.	Islam	Religion in the local area.	Christianity	Christianity
Key Question	Why are babies baptised?	Are there signs of God?	Who was Muhammad?	Is there evidence of religion locally?	Why do Christians celebrate Holy Communion?	How is Jesus portrayed in art?
Key Content	What is baptism? Why do Christians believe in Baptism?	Is Easter all about chocolate? Are there signs of god in the natural world? The story of Ibrahim who lived in the city of Ur. Compare beliefs.	The Story of Muhammad. Why is Muhammad important to Muslims?	Explore the local community. Is there evidence of religious belief? What special buildings are there? Different branches of Christianity. Different religious traditions. Is there evidence of religion in people's lives?	What is Holy Communion? Why is Holy Communion important to Christians?	In what ways is Jesus portrayed in art.
Skills	Children should develop a depth of knowledge into why a religious belief or practice is important.	Children should develop a depth of knowledge into why a religious belief or practice is important. Young children should be encouraged to talk and share their thoughts and views about the religious material that they learn about. Young children should also be encourage to explain or attempt to give reasons to support these views. Children should begin to use the information that they have learned to develop their own values and beliefs.	Children should start to develop a more specific and nuanced understanding of why religious rituals and ceremonies take place. Children should be encouraged to raise questions which are important to them. Children should be encouraged to express their own views and encouraged to support their views with clear and cogent reasoning. In Key stage 2 children should develop the ability to think about and articulate their own response to the religious material they learn about and to form their own values and beliefs.	Children should start to develop a more specific and nuanced understanding of why religious rituals and ceremonies take place. Children should be encouraged to raise questions which are important to them. In Key stage 2 children should develop the ability to think about and articulate their own response to the religious material they learn about and to form their own values and beliefs. Children should be able to identify various religions that exist in the local area.	Children should be encouraged to raise questions which are important to them. Children should be encouraged to express their own views and encouraged to support their views with clear and cogent reasoning. In Key stage 2 children should develop the ability to think about and articulate their own response to the religious material they learn about and to form their own values and beliefs. Children should be able to understand and explain Holy Communion and explain why it is important.	Children should be encouraged to raise questions which are important to them. Children should be encouraged to express their own views and encouraged to support their views with clear and cogent reasoning. In Key stage 2 children should develop the ability to think about and articulate their own response to the religious material they learn about and to form their own values and beliefs. Children should be able to clearly express opinions on representations of Jesus within art and discuss these opinions openly and with reasoning.
Suggested Outcome	To understand why some people chose to have their babies/ children baptised and what this means.	To understand that different people have different ideas about what signs of god are and that these mean different things to different people.	To understand the story of Muhammad and it's significance to Muslims.	To understand that the local area is diverse and that there are people in the local area that follow different religions.	To understand what Holy Communion is and why it is celebrated.	To understand the different ways in which Jesus is represented in art and form their own opinions on these.
Subject Specific Vocabulary	Baptism. Ceremony.	Baptism. Ceremony.	Islam. Muslim. Muhammad. Story. Teachings.	Diverse. Religions. Local. People.	Holy communion.	Jesus. Art. Presentations.
Theme Specific Vocabulary	Baptism. Ceremony.	Baptism. Ceremony.	Islam. Muslim. Muhammad. Story. Teachings.	Diverse. Religions. Local. People.	Holy communion.	Jesus. Art. Presentations.

Summer 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Theme	Christianity	Christianity	10 commandments and rules in other religions.	Christianity and other religions	Revenge	Christianity
Key Question	What is God like?	Why is the church important to many Christians?	What rules should we live by?	Does the love of money lead to evil?	Is getting your own back ok?	How is Jesus portrayed in art?
Key Content	Representations of God.	Identify a special place. Features of a church. Places of worship. Express emotions and opinions	10 commandments. 5 pillars of Islam. Teachings of Holy books.	Explore Jesus' sayings about money. "You cannot serve two masters." "The love of money is the root of all evil." 1 Tim 6:10. Revisit the story of Malak Bhago and Lalo. Does money corrupt? Does the love of money lead to evil? What are your views?	The meaning of revenge. Is revenge the correct way to approach disappointing situations?	In what ways is Jesus portrayed in art.
Skills	Children should develop a depth of knowledge into why a religious belief or practice is important. Children should be able to begin to discuss their thoughts on the topics that they are being taught.	Children should develop a depth of knowledge into why a religious belief or practice is important. Young children should be encouraged to talk and share their thoughts and views about the religious material that they learn about. Young children should also be encourage to explain or attempt to give reasons to support these views. Children should begin to use the information that they have learned to develop their own values and beliefs.	Children should be encouraged to raise questions which are important to them. Children should be encouraged to express their own views and encouraged to support their views with clear and cogent reasoning. In Key stage 2 children should develop the ability to think about and articulate their own response to the religious material they learn about and to form their own values and beliefs.	Children should be encouraged to raise questions which are important to them. Children should be encouraged to express their own views and encouraged to support their views with clear and cogent reasoning. In Key stage 2 children should develop the ability to think about and articulate their own response to the religious material they learn about and to form their own values and beliefs.	Children should be encouraged to raise questions which are important to them. Children should be encouraged to express their own views and encouraged to support their views with clear and cogent reasoning. In Key stage 2 children should develop the ability to think about and articulate their own response to the religious material they learn about and to form their own values and beliefs. Children should be able to define 'revenge' and their views on it.	Children should be encouraged to raise questions which are important to them. Children should be encouraged to express their own views and encouraged to support their views with clear and cogent reasoning. In Key stage 2 children should develop the ability to think about and articulate their own response to the religious material they learn about and to form their own values and beliefs. Children should be able to clearly express opinions on representations of Jesus within art and discuss these opinions openly and with reasoning.
Suggested Outcome	To understand that God can mean different things to different people.	To understand that a church is a place of worship for Christians and to investigate why they are important to Christians.	To being to understand why we have rules in society and how religion influences these rules and how people live their lives.	To investigate whether they believe that money leads to evil.	To investigate the meaning of revenge and form their own opinions on whether it is the correct approach.	To understand the different ways in which Jesus is represented in art and form their own opinions on these.
Subject Specific Vocabulary	God. Meaning. Signs.	Church. Worship. Christians.	Rules. Religion. Society.	Evil. Money.	Revenge. People. Relationships.	Jesus. Art. Presentations.
Theme Specific Vocabulary	God. Meaning. Signs.	Church. Worship. Christians.	Rules. Religion. Society.	Evil. Money.	Revenge. People. Relationships.	Jesus. Art. Presentations.