

# Willerby Carr Lane

Primary School



## Curriculum Long Term Plan

### RELIGIOUS EDUCATION

(following East Riding Agreed syllabus)

#### **POLICY MANAGEMENT**

<b>Approved by</b>	
<b>Date approved</b>	
<b>Effective date</b>	
<b>Next review date</b>	
<b>Version Control</b>	The most up to date version of this document is held on the school's intranet

Curriculum Long Term Plan: RELIGIOUS EDUCATION

YEAR 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
<b>Topic</b>	Ourselves	Great Fire of London	United Kingdom	United Kingdom	Plants	Animals
<b>Subject Focus</b>	What makes us special?	What makes us special?	What is worship?	What is worship?	Caring for the World	How can we keep the world special?
<b>Programme of Study</b>	<ul style="list-style-type: none"> <li>Unit 1.1 Looking at me, looking at you</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Unit 1.1 Looking at me, looking at you cont...</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1.3 Worship and Festivals</li> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Unit 1.2.Caring For the World</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Unit 1.2 Caring For the World cont..</li> <li></li> </ul>
<b>Skills/ Activities</b>	<ul style="list-style-type: none"> <li>Recognising what makes a person unique</li> <li>Say how faith members are the same and how they are different</li> <li>Explore through faith stories what religions say about the value of each individual</li> <li>Retell faith stories about caring for one another (Feeding of the five thousand, Jesus heals a blind man)</li> <li>Christening with role play. Talk about religious symbols and artefacts used in Christenings</li> <li>Compare naming ceremony from another faith</li> </ul>	<ul style="list-style-type: none"> <li>Recognising what makes a person unique</li> <li>Say how faith members are the same and how they are different</li> <li>Explore through faith stories what religions say about the value of each individual</li> <li>Retell faith stories about caring for one another (Good Samaritan? Can be done as GP)</li> <li>Christening with role play.</li> <li>Christmas Unit with Godly play – the Holy Family</li> <li>Talk about religious symbols and artefacts used in Christenings</li> </ul>	<ul style="list-style-type: none"> <li>Name some religious festivals and celebrations</li> <li>Find out about different ways in which people worship</li> <li>Name different ways in which people worship</li> <li>Describe and compare different forms of worship common to more than one faith</li> <li>Explore a place of worship (church)and how the building is used</li> <li>Describe how the building and its artefacts are used in different ways</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Godly play – the creation story</li> <li>Explore creation stories from holy books</li> <li>Reflect on a variety of creation stories</li> <li>Consider the ways in which the world is a special place and how faiths say it should be cared for</li> <li>Say why they think the world is a special place</li> <li>Respond to music and artwork on the theme of creation</li> </ul>	<ul style="list-style-type: none"> <li>Godly play – the creation story</li> <li>Explore creation stories from holy books</li> <li>Reflect on a variety of creation stories</li> <li>Consider the ways in which the world is a special place and how faiths say it should be cared for</li> <li>Say why they think the world is a special place</li> <li>Respond to music and artwork on the theme of creation</li> </ul>

Curriculum Long Term Plan: RELIGIOUS EDUCATION

YEAR 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Topic	Where in the World	Where in the World	Florence Nightingale and Mary Seacole	Florence Nightingale and Mary Seacole	Habitats	Habitats
Subject Focus	What does belonging mean?	What does belonging mean?	<ul style="list-style-type: none"> <li>How do I know right from wrong?</li> </ul>	How do I know right from wrong?	What are the Big Questions?	
Programme of Study	<ul style="list-style-type: none"> <li>Unit 2.1 Belonging</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2.1 Belonging</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2.2 Believing</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2.2 Believing</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2.3 Questions, questions</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
Skills/ Activities	<ul style="list-style-type: none"> <li>What makes a family and what it means to belong.</li> <li>Belonging to groups at school, home and elsewhere.</li> <li>Think about what holds a community together- The story of Joseph/ The Good Samaritan</li> <li>Explore the idea of belonging to groups including religious and other traditions.</li> <li>Explore how a person of faith demonstrates their religion in their home life.</li> <li>Learn about some of the key teachings of faith founders- The Good Samaritan</li> <li>Consider special books belonging to different faiths.</li> </ul>	<ul style="list-style-type: none"> <li>What makes a family and what it means to belong.</li> <li>Belonging to groups at school, home and elsewhere.</li> <li>Think about what holds a community together- The story of Joseph.</li> <li>Explore the idea of belonging to groups including religious and other traditions.</li> <li>Explore how a person of faith demonstrates their religion in their home life.</li> <li>Learn about some of the key teachings of faith founders- The Good Samaritan</li> <li>Consider special books belonging to different faiths.</li> <li></li> <li><b>*Christmas Unit</b></li> </ul>	<ul style="list-style-type: none"> <li>Discuss what belief is- What do I believe in?</li> <li>Talk about rules that people follow every day.</li> <li>Beliefs expressed through Faith Stories</li> <li>To be aware that different people have different beliefs.</li> <li>Learn about the key beliefs of two faiths.</li> <li>Understanding Jesus as a leader and his teachings</li> <li>Moses as an important figure. The Ten Commandments and The Shema</li> <li>Talk about what commitment means- identify the special rules that religious people follow</li> <li>Mrs Pearlman Visit.</li> <li><b>Godly Play</b> – Noah</li> </ul>	<ul style="list-style-type: none"> <li>Discuss what belief is- What do I believe in?</li> <li>Talk about rules that people follow every day.</li> <li>Beliefs expressed through Faith Stories</li> <li>To be aware that different people have different beliefs.</li> <li>Learn about the key beliefs of two faiths.</li> <li>Understanding Jesus as a leader and his teachings</li> <li>Moses as an important figure. The Ten Commandments and The Shema</li> <li>Talk about what commitment means- identify the special rules that religious people follow</li> <li>Mrs Pearlman Visit – Seder Plate/ Big questions</li> <li><b>Godly Play</b> – The Great Family</li> <li><b>Godly Play</b> – Easter Story</li> <li><b>* Easter Unit</b></li> </ul>	<ul style="list-style-type: none"> <li>Understand that some questions have no simple answers</li> <li>Interview members of different faiths about their understanding of big questions (e.g. Mrs Dysch, Mrs Jaradat, Mr Robins)</li> <li>Consider questions that have no answer</li> <li>Ask big questions, and suggest some answers</li> <li>Godly Play- Creation</li> <li>Hear creation stories from other faiths and compare</li> <li>Retell a creation story using drama – making puppets and producing a show.</li> <li>Guided visualisation – emotional responses to big questions</li> <li>Consider: “If God was there at the beginning, where is God now?” Walk around school grounds, then create a piece of artwork – “Where can God be found in the world today?” – in the style of Banksy</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

Curriculum Long Term Plan: RELIGIOUS EDUCATION

YEAR 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Topic	The Stone Age to The Iron Age	The Stone Age to The Iron Age	Romans	Romans	Extreme Earth	Forces and Magnets
Subject Focus						
Programme of Study	<ul style="list-style-type: none"> <li>Unit 3.1 Remembering</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3.1 Remembering cont... plus Christmas</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3.2 Faith Founders</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Unit 3.3 Encounters</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
Skills/ Activities	<ul style="list-style-type: none"> <li>Start with a thought shower what I have learnt since Foundation.</li> <li>Including Remembrance Sunday/Learning Poppy Song</li> <li>Making of a Sukkah</li> <li>Tasting Apples and Honey</li> </ul>	<ul style="list-style-type: none"> <li>Start with a thought shower what I have learnt since Foundation.</li> <li>Including Remembrance Sunday/Learning Poppy Song</li> <li>Making of a Sukkah</li> <li>Tasting Apples and Honey</li> <li>Christmas Stiling Visualisation of the Story of Jesus. Picture story board.</li> <li>Teaching Forgiveness. Circle Time</li> </ul>	<ul style="list-style-type: none"> <li>Godly Play Abraham and Sarah. Art work</li> <li>Sequencing the Story of Muhammad</li> <li>Islam five pillars</li> <li>Acrostic Poem</li> <li>Fact file Qu'ran</li> <li>Easter</li> <li>Stained glass cross</li> <li>Significance of bread and wine at the last supper. Tasting Hot cross buns.</li> <li>Martin talking about the Roman Soldiers.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Judaism Visit to the synagogue.</li> <li>Thought shower on churches. Children's own experiences. Reflective Diaries.</li> <li>Look at all places of worship.</li> <li>Churches</li> <li>Mosques Virtual tour ICT</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

Curriculum Long Term Plan: RELIGIOUS EDUCATION

YEAR 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Topic	Ancient Egypt	Humans	Anglo Saxons	Electricity	Indian Summer	Animals and their Habitats
Subject Focus						
Programme of Study	<ul style="list-style-type: none"> <li>Unit 4.3 Our World</li> </ul>	<ul style="list-style-type: none"> <li>Unit 4.3 Our World</li> </ul>	<ul style="list-style-type: none"> <li>Unit 4.2 Saints and Heroes</li> </ul>	<ul style="list-style-type: none"> <li>Unit 4.2 Saints and Heroes (continued) Plus Easter</li> </ul>	<ul style="list-style-type: none"> <li>Unit 4.1 Belief in the Community</li> </ul>	<ul style="list-style-type: none"> <li>Unit 4.1 Belief in the Community</li> </ul>
Skills/ Activities	<ul style="list-style-type: none"> <li>Art work to express our world.</li> <li>Seven wonders of the world.</li> <li>Various Creation stories including Hindu creation story, aboriginal creation story aboriginal art made into Christmas calendars.</li> <li>The big bang (Venn Diagram)</li> <li>Caring for the environment</li> <li>Tu Bishvat children's pledges on leaves.</li> <li>Stewardship walk around school. What places need</li> <li>Improvement. A commitment to improve it.</li> </ul>	<ul style="list-style-type: none"> <li>Art work to express our world.</li> <li>Seven wonders of the world.</li> <li>Various Creation stories including Hindu creation story, aboriginal creation story aboriginal art made into Christmas calendars.</li> <li>Tu Bishvat children's pledges on leaves.</li> <li>The big bang (Venn Diagram)</li> <li>Caring for the environment</li> <li>Tu Bishvat children's pledges on leaves.</li> <li>Stewardship walk around school. What places need</li> <li>Improvement. A commitment to improve it.</li> <li>Christmas The Dreidel Game</li> <li>Light of the world. Make a Christingle</li> </ul>	<ul style="list-style-type: none"> <li>Why was Anne Frank inspirational</li> <li>Create a room like the Secret Annex.</li> <li>Anne Frank diary entries</li> <li>Conversion of Cat Stevens to Yusuf Islam</li> <li>Look at Yusuf Islam small kindness charity links to 5 pillars.</li> <li>Sister Frances. Wall of friendship. Messages on bricks to the children in Helen House.</li> <li>The giving tree sequencing of story.</li> <li>Easter. Plan and share a celebratory meal. Tasting of hot cross buns.</li> <li>Key events of Holy week. Round Robin of Easter Story</li> </ul>	<ul style="list-style-type: none"> <li>Why was Anne Frank inspirational</li> <li>Create a room like the Secret Annex.</li> <li>Anne Frank diary entries</li> <li>Conversion of Cat Stevens to Yusuf Islam</li> <li>Look at Yusuf Islam small kindness charity links to 5 pillars.</li> <li>Sister Frances. Wall of friendship. Messages on bricks to the children in Helen House.</li> <li>The giving tree sequencing of story.</li> <li>Easter. Plan and share a celebratory meal. Tasting of hot cross buns.</li> <li>Key events of Holy week. Round Robin of Easter Story</li> </ul>	<ul style="list-style-type: none"> <li>Belonging to the church</li> <li>Visit by Reverend Ballard to talk about his community.</li> <li>Design and plan a marriage ceremony.</li> <li>Role play a Christian wedding ceremony</li> <li>Spirituality - Game of Life</li> <li>Follow programme for six to ten sessions.</li> <li>Look at importance of rules.</li> <li>Reflection</li> <li>Everyone is Unique</li> <li>Make a game of life.</li> </ul>	<ul style="list-style-type: none"> <li>Belonging to the church</li> <li>Visit by Reverend Ballard to talk about his community.</li> <li>Design and plan a marriage ceremony.</li> <li>Role play a Christian wedding ceremony</li> <li>Spirituality - Game of Life</li> <li>Follow programme for six to ten sessions.</li> <li>Look at importance of rules.</li> <li>Reflection</li> <li>Everyone is Unique</li> <li>Make a game of life.</li> </ul>

Curriculum Long Term Plan: RELIGIOUS EDUCATION

YEAR 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
<b>Topic</b>	Sense of Belonging	Mayans	Journey into Space	The Vikings	On the Banks of the Humber	On the Banks of the Humber
<b>Subject Focus</b>						
<b>Programme of Study</b>	<ul style="list-style-type: none"> <li>Unit 5.1 Expressions of Faith</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Unit 5.2 Faith in Action Abraham</li> <li>Unit 5.2 Faith in Action Paul</li> <li>Unit 5.2 Faith in Action Muhammad</li> </ul>	<ul style="list-style-type: none"> <li>Faith in Action cont... Plus</li> <li>Easter</li> </ul>	Unit 5.3 Pilgrimage	<ul style="list-style-type: none"> <li></li> </ul>
<b>Skills/ Activities</b>	<ul style="list-style-type: none"> <li>Interview Mrs Khalil. Drawing Islamic artefacts. Islamic art patterns.</li> <li>Judaism what I know already. Judaism week, visit to the synagogue.</li> <li>Recounts of Visit.</li> <li>Sequencing of Moses Story.</li> <li>Drama Ten Plagues.</li> <li>Thank you letters in literacy to Mrs Dysch</li> <li>Food tasting Seder Plate Matzah Bread</li> <li>Art work Dora Holzhandler</li> <li>Christmas Peace</li> <li>Christmas visualisation. Re write silent night in own words. Spirituality Singing by candle light.</li> </ul>	<ul style="list-style-type: none"> <li>Expressions of Faith cont. Plus</li> <li>Christmas Peace</li> <li>Christmas visualisation. Re write silent night in own words. Spirituality Singing by candle light.</li> </ul>	<ul style="list-style-type: none"> <li>Abraham. Sacrifice of Isaac Fact file Abraham</li> <li>Interview Head teacher. Ode de Joy</li> <li>Newspaper reports random acts of kindness</li> <li>Paul Road to Damascus Ship Wreck Diary</li> <li>Desmond Tutu</li> <li>Muhammad – Religious charity 5 pillars of Islam Christian Aid</li> </ul>	<ul style="list-style-type: none"> <li>Abraham. Sacrifice of Isaac Fact file Abraham</li> <li>Interview Head teacher. Ode de Joy</li> <li>Newspaper reports random acts of kindness</li> <li>Paul Road to Damascus Ship Wreck Diary</li> <li>Desmond Tutu</li> <li>Muhammad – Religious charity 5 pillars of Islam Christian Aid</li> <li>How do artists portray Jesus’ death.</li> <li>Images we create to symbolise the resurrection/new life.</li> <li>Symbolic meaning of Easter festival. Maundy Thursday the Washing of Feet.</li> </ul>	<ul style="list-style-type: none"> <li>Thought shower what is a pilgrim.</li> <li>Look at pilgrim sites all over the world including Jerusalem, Spain. France and England. Map work plotting sacred sites.</li> <li>Look in depth at Spanish Campino de Santiago pilgrimage. What would you need to take with you? What hardship do the pilgrims face?</li> <li>Visitor to discuss Hajj!</li> <li>Role play children filming on I pads, of Sir Thomas Beckett.</li> <li>Create a board game Who Done It?</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

Curriculum Long Term Plan: RELIGIOUS EDUCATION

YEAR 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
<b>Topic</b>	Victorians	World War II	Rainforests	Cold Climates	Ancient Greece	Moving On
<b>Subject Focus</b>						
<b>Programme of Study</b>	<ul style="list-style-type: none"> <li>Unit 6.3 Freedom and Justice.</li> </ul>	<ul style="list-style-type: none"> <li>Unit 6.3 Freedom and Justice.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<b>Skills/ Activities</b>	<ul style="list-style-type: none"> <li>Spirituality Elvis Presley song in the Ghetto.</li> <li>Visit by James. Debating group work.</li> <li>Debate Dilemmas 'The Farmer'</li> <li>Ten commandments. Making class commandments.</li> </ul>	<ul style="list-style-type: none"> <li>Spirituality Elvis Presley song in the Ghetto.</li> <li>Visit by James. Debating group work.</li> <li>Ten commandments. Making class commandments.</li> <li>Peace looking at 'Imagine' by John Lennon</li> <li>Create a 'Peace Seed' Design a Packet of Peace Seeds.</li> <li>Using knowledge of literacy skills. Comprehension on the Life of Nelson Mandella.</li> <li>Christmas children's own version of secular song twelve days of Christmas.</li> </ul>	<ul style="list-style-type: none"> <li>Hopes and Visions</li> <li>Martin Luther King</li> </ul>	<ul style="list-style-type: none"> <li>Hopes and Visions</li> <li>Hopes and Fears of the Easter Story - Three Trees Story</li> <li>How different artists preserve the Easter Story</li> </ul>	<ul style="list-style-type: none"> <li>Living a Faith</li> <li>Rites of passage 0-adult</li> <li>What do I need on my journey.</li> <li>Preparation for Senior School.</li> <li>Roles and responsibilities within the family.</li> <li>How Roles compare for Jewish children.</li> <li>Spirituality for kids 6-10 sessions.</li> <li>Exploring the Journey of Life Part 2.</li> </ul>	<ul style="list-style-type: none"> <li>Living a Faith</li> <li>Rites of passage 0-adult</li> <li>What do I need on my journey.</li> <li>Preparation for Senior School.</li> <li>Roles and responsibilities within the family.</li> <li>How Roles compare for Jewish children.</li> <li>Spirituality for kids 6-10 sessions.</li> <li>Exploring the Journey of Life Part 2.</li> </ul>