



At Rosley CE Primary School, we use 'Understanding Christianity' resources to assist teacher planning. Below is an overview of the learning focus for each half term in each class. Pupils receive 1 hour per week of timetabled RE lessons. RE is taught in sequenced weekly lessons. Class teachers may choose to adapt the learning focus to suit their class but must ensure full coverage throughout the two-yearly cycle.

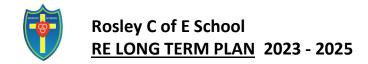
	Year B 2023 - 24			Year A 2024-25		
CLASS/YEAR	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
Class 1 YEARS R, 1 &	Intro to RE	P4C		Intro to RE	P4C	
2	Why do Christians celebrate harvest?	What is the Good News that Jesus brings? (Gospel)	What do Christians believe God is like? (Kingdom of God)	How do Christians show they are thankful at harvest?	Why do Christians put a cross in the Easter garden? (Salvation)	Why is the word 'God; so important to Christians? Who made the world? (Creation)
	Why does Christmas matter to Christians? (Incarnation)	Why is baptism important to Christians?	Who was the Prophet Muhammed pbuh and what are the 5 pillars of Islam	Why do Christians give gifts at Christmas? What are the messages of Christmas?	Why does Easter matter to Christians? (Salvation)	Who is Allah and how might ceremonies give people a sense of identity and belonging?
	FS Special days & Celebrations: Diwali, Bonfire Night, Poppy Day	FS Special days & Celebrations: Lunar New Year, Mother's Day	FS Special days & Celebrations: Father's Day	FS Special days & Celebrations: Diwali, Bonfire Night, Poppy Day	FS Special days & Celebrations: Lunar New Year, Mother's Day	FS Special days & Celebrations: Father's Day



# Rosley C of E School RE LONG TERM PLAN 2023 - 2025



Class 2 YEARS 3 & 4	What is the Trinity? (Incarnation/God)	Why do Christians call it 'Good Friday'? (Salvation)	What do Christians learn from the Creation story? (Creation/Fall)	What is it like to follow God? (People of God)	What kind of world did Jesus want? (Gospel)	When Jesus left, what was the impact of Pentecost? (Kingdom of God)
	BUDDHISM WEEK: Can I outline key features of a World view?	P4C	BUDDHISM WEEK Is there a God?	ISLAM WEEK: Where might religious beliefs come from?	P4C	ISLAM WEEK: What difference might being a Muslim make to daily life?
Class 3 YEARS 5 & 6	Was Jesus the Messiah? (Incarnation)	What did Jesus do to save human beings? (Salvation)	What would Jesus do? (Gospel)	How can following God bring justice and freedom? (People of God)	What kind of king is Jesus? (Kingdom of God)	Creation and science: conflicting or complementary? (Creation/Fall)
	BUDDHISM WEEK: Can I outline key features of a World view?	P4C	BUDDHISM WEEK: How might beliefs shape identity for Buddhists?	ISLAM WEEK: How reliable are sources of authority?	P4C	ISLAM WEEK: What might it be like to be part of a global religious community?
Visits and visitors	Values Launch Day Spirituality Day	Values Launch Day Visit to cathedral	Values Launch Day Visit to Buddhist temple 4Front Theatre	Values Launch Day Spirituality Day Visitor – Imran Kotwal	Values Launch Day	Values Launch Day





### **World Religions and Worldviews**

At Rosley CE Primary School, we teach about Islam in KS1 and Islam and Buddhism in KS2. In Reception and KS1, lessons about world religions in RE are taught in sequenced weekly lessons over a half term. In KS2, lessons about world religions in RE are taught in two separate week blocks, one at the beginning of the school year and one at the end. Each class will also have a focused P4C session aimed at developing pupils' independent, philosophical thinking.

	Year B 2023 - 2024	Year A 2024 - 2025
Class 1 YEARS R & 1	<b>Autumn</b> Reception – Diwali Spirituality Day (theme – water)	<b>Autumn</b> Reception – Diwali Spirituality Day (theme – tba)
	<b>Spring</b> Reception – Lunar New Year P4C (ownership – the boat)	Spring Reception – Lunar New Year P4C (can we believe what we see? The bicycle)
	Summer Islam Who was the prophet Muhammed pbuh, and what are the 5 pillars of Islam?	Summer Islam Who is Allah and how might ceremonies give Muslims a sense of identity and belonging?



# Rosley C of E School RE LONG TERM PLAN 2023 - 2025



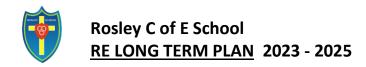
Class 2 YEARS 2,3&4	Autumn Buddhism Can I outline key features of a World view?  Understand the story of the origins of Buddhism Explore the 4 noble truths Consider what the symbol of the Dharmic wheel represents Explore meditation and consider its importance to Buddhists	Autumn Islam Where might religious beliefs come from?  Explore the life of the Prophet from birth to death Consider the origins of the Qur'an and its importance as a source of authority in the lives of Muslims today		
	Spirituality Day (theme – water)	Spirituality Day (theme tba)		
	<b>Spring</b> P4C - tba	<b>Spring</b> P4C - tba		
	Summer Buddhism Is there a God?  Visit a Buddhist temple  Observe and consider the similarities and differences between different sacred buildings and the beliefs and worldviews of those who use them  How does the Buddhist understanding of creation contrast with that of Christianity?	Summer Islam  What difference might being a Muslim make to daily life?  • Develop a deeper understanding of the 5 pillars of Islam (Shahadah, Salah, Zakat, Sawm and Hajj)  • Explore the importance of Ramadan in British Muslim life  • Explain the role of the 2 Eid Festivals and Jummah prayers		



## Rosley C of E School RE LONG TERM PLAN 2023 - 2025



Class 3				
YEARS 5 & 6	Autumn Buddhism Can I outline key features of a world view?  Understand the story of the origins of Buddhism Explore the 4 noble truths Consider what the symbol of the Dharmic wheel represents Explore meditation and consider its importance to Buddhists  Spirituality Day (theme – water)	Autumn Islam How reliable are sources of authority?  Explore the Bible and Qur'an as contrasting sources of religious authority  Recognise that different Abrahamic religions tell different versions of key stories (focus on Abraham and Isaac / Ibrahim & Ishmael)  Investigate similarities and differences in the key prophets in Christianity and Islam Spirituality Day (theme tba)		
	<b>Spring</b> P4C - tba	<b>Spring</b> P4C – tba		
	Summer Buddhism How might beliefs shape identify for Buddhists?  Visit a Buddhist temple Recognise different sacred places and consider their purposes  Consider how Buddhists incorporate into their daily lives, the importance of benefitting all sentient beings and the environment  Discuss the concept of Karma and the consequences of actions of body, speech and mind	Summer Islam What might it be like to be part of a global religious community?  Consider how the 5 pillars of Islam bring Muslims across the world together  Develop an understanding of the importance of going on Hajj  Develop an understanding of the key events that Muslims experience when on Hajj  Consider the impact on daily life after having gone on Hajj		





Where possible, appropriate links / contrasts between the different celebrations and religions should be discussed during each teaching unit. As the revised world religions teaching becomes embedded, making link with prior learning, even across key stages, should become normal practice. Initial areas where this could be incorporated into teaching include:

#### Class 1

- the sense of belonging when teaching about Diwali, Baptism, and Muslim birth ceremonies
- contrasting Muslim / Christian ceremonies involving babies (Baptism & Aqiqah)
- discuss the shared importance of light when teaching Diwali, Advent, Christmas, Bonfire Night
- compare what Christians believe God is like with how Muslims see Allah
- compare Creation stories
- Compare prayer between Muslims and Christians

### Class 2

- Is there a God Buddhism unit compare & contrast this idea with prior learning about Christianity and Islam
- Where might religious beliefs come from Islam focus compare with Why do Christians call it Good Friday (UC unit) Jesus a prophet of Islam later followed by new teachings of Muhammed or Jesus the Son of God & the saviour?
- Compare What is it like to follow God (UC unit) with What difference might being a Muslim make in daily life
- Compare Creation stories
- Compare prayer across religions as relevant
- Compare festivals and celebrations as relevant e.g. Ramadan & Lent, Eid & Christmas
- Refer and compare religious texts Qur'an & Bible

### Class 3

- Creation & Science (UC unit) compare with Buddhist and Islamic teaching on Creation
- Hajj links to Christian pilgrimage, Buddhist retreats
- What did Jesus do to save (UC unit) compare with Buddhist teachings on karma / 8 fold path and 5 pillars of Islam
- Compare prayer across religions as relevant
- Comparing festivals and celebrations as relevant e.g. Ramadan & Lent, Eid & Christmas
- How to live What kind of a King is Jesus (UC unit) links to 5 pillars of Islam prayer, charity
- Refer to and compare religious texts Qur'an & Bible (especially during Islam focus on sources of authority)