

Whitley Park Primary & Nursery School RE Long Term Plan (Pan Berkshire Syllabus) Years F1/2 to Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer1	Summer2
Nursery themes and celebrations Please see pre requisite skills for further detail	Myself and my family Birthdays Harvest Diwali	Celebrations Birthdays Bonfire night Christmas	Homes, People & Pets Birthdays Chinese New Year	Out And About Birthdays Shrove Tuesday Mothering Sunday Easter	Wild Animals Birthdays Millers ark farm	Minibeasts Birthdays Walk round Local Environment The Nursery Super Stroll Park visit Nursery Graduation and Family picnic
Reception themes and celebrations Please see pre requisite skills for further detail	All About Me Harvest, Birthdays, Diwali	Night and Day Bonfire night The Christmas story	People Who Help Us Birthdays People who look after us Chinese New Year	Growing Caring for living eggs Shrove Tuesday Mothering Sunday Easter	Animals Rushall farm, looking after plants	My World What's in Whitley-visiting St Agnes Church and community centre
Year 1	Theme: Creation Story Key Question: Does God want Christians to look after the world? Religions: Christianity	Theme: Christmas Story Key Question: What gift would I have given to Jesus if he had been born in my town, not in Bethlehem? Religion: Christianity	Theme: Jesus as a friend Key Question: Was it always easy for Jesus to show friendship? Religion: Christianity	Theme: Easter - Palm Sunday Key Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Religion: Christianity	Theme: Shabbat Key Question: Is Shabbat important to Jewish children? Religion: Judaism	Theme: Chanukah Key Question: Does celebrating Chanukah make Jewish children feel close to God? Religion: Judaism
Year 2	Theme: What did Jesus teach? Key Question: Is it possible to be kind to everyone all of the time? Religion: Christianity	Theme: Christmas - Jesus as gift from God Key Question: Why did God give Jesus to the world? Religion: Christianity	Theme: Prayer at home Key Question: Does praying at regular intervals every day help a Muslim in his/ her everyday life? Religion: Islam	Theme: Easter - resurrection Key Question: Is it true that Jesus came back to life again? Religion: Christianity	Theme: Community and Belonging Key Question: Does going to the Mosque give Muslims a sense of belonging? Religion: Islam	Theme: Hajj Key Question: Does completing Hajj make a person a better Muslim? Religion: Islam

Year 3	<p>Theme: Divali</p> <p>Key Question: Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?</p> <p>Religion: Hinduism</p>	<p>Theme: Christmas</p> <p>Key Question: Has Christmas lost its true meaning?</p> <p>Religion: Christianity</p>	<p>Theme: Jesus' Miracles</p> <p>Key Question: Could Jesus really heal people? Were these miracles or is there some other explanation?</p> <p>Religion: Christianity</p>	<p>Theme: Easter - Forgiveness</p> <p>Key Question: What is 'good' about Good Friday?</p> <p>Religion: Christianity</p>	<p>Theme: Hindu Beliefs</p> <p>Key Question: How can Brahman be everywhere and in everything?</p> <p>Religion: Hinduism</p>	<p>*Theme: Pilgrimage to the River Ganges</p> <p>Key Question: Would visiting the River Ganges feel special to a non-Hindu?</p> <p>Religion: Hinduism</p>
Year 4	<p>Theme: Buddha's teachings</p> <p>Key Question: Is it possible for everyone to be happy?</p> <p>Religion: Buddhism</p>	<p>Theme: Christmas</p> <p>Key Question: What is the most significant part of the nativity story for Christians today?</p> <p>Religion: Christianity</p>	<p>Theme: The 8-fold path</p> <p>Key Question: Can the Buddha's teachings make the world a better place?</p> <p>Religion: Buddhism</p>	<p>Theme: Easter</p> <p>Key Question: Is forgiveness always possible?</p> <p>Religion: Christianity</p>	<p>Theme: The 8-fold path</p> <p>Key Question: What is the best way for a Buddhist to lead a good life?</p> <p>Religion: Buddhism</p>	<p>Theme: Prayer and Worship</p> <p>Key Question: Do people need to go to church to show they are Christians?</p> <p>Religion: Christianity</p>

<p>Year 5</p>	<p>*Theme: Belief into action Key Question: How far would a Sikh go for his/ her religion? Religion: Sikhism</p>	<p>Theme: Christmas Key Question: Is the Christmas story true? Religion: Christianity</p>	<p>*Theme: Beliefs and moral values Key Question: Are Sikh stories important today? Religion: Sikhism</p>	<p>Theme: Easter Key Question: Did God intend Jesus to be crucified? Religion: Christianity</p>	<p>Theme: Prayer and Worship Key Question: What is the best way for a Sikh to show commitment to God? Religion: Sikhism</p> <hr/>	<p>Theme: Beliefs and Practices Key Question: What is the best way for a Christian to show commitment to God? Religion: Christianity</p>
<p>Year 6</p>	<p>Theme: Beliefs and Practices Key Question: What is the best way for a Muslim to show commitment to God? Religion: Islam</p>	<p>Theme: Christmas Key Question: How significant is it that Mary was Jesus' mother? Religion: Christianity</p>	<p>Theme: Beliefs and Meaning Key Question: Is anything ever eternal? Religion: Christianity</p>	<p>Theme: Easter Key Question: Is Christianity still a strong religion 2000 years after Jesus was on Earth? Religion: Christianity</p>	<p>Theme: Beliefs and moral values Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives? Religion: Islam <i>NB:This enquiry is taught in 2 sections over the term</i></p>	



Learning in EYFS:

Pre requisite skills and knowledge for RE

The EYFS framework is structured very differently to learning within key stage one and two as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into later learning.

Religious education is not a statutory part of the national curriculum but state funded, local authority schools must provide a basic curriculum. Schools designated as having a religious character are free to make their own decisions in preparing their syllabuses. Each local authority will have an agreed syllabus. So, it is important that RE subject leaders are aware of the agreed syllabus and how early years outcomes feed into that particular syllabus. The table below outlines the most relevant early years outcomes from 30-50 months to ELG.

The most relevant early years outcomes for RE are taken from the following areas of learning:

- Personal, Social and Emotional Development
- Understanding the World

RE			
30-50 Months	Personal, Social and Emotional Development	Self-Confidence and Self-Awareness	<ul style="list-style-type: none">• To be confident in talking to other children when playing and communicate freely about own home and community.

END of Nursery outcomes		Managing Feelings and Behaviour	<ul style="list-style-type: none"> • To be aware of own feelings and know that some actions and words can hurt others' feelings. • To usually adapt behaviour to different events, social situations and changes in routine.
		Making Relationships	<ul style="list-style-type: none"> • To demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.
	Understanding the World	People and Communities	<ul style="list-style-type: none"> • To show interest in the lives of people who are familiar to them. • To remember and talk about significant events in their own experiences. • To recognise and describe special times or events for family or friends. • To show interest in different occupations and ways of life. • To know some of the things that make them unique, and talk about some of the similarities and differences in relation to friends or family.
		The World	<ul style="list-style-type: none"> • To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. • To talk about why things happen and how things work.
40-60 Months	Personal, Social and Emotional Development	Self-Confidence and Self-Awareness	<ul style="list-style-type: none"> • To be confident to speak to others about own needs, wants, interests and opinions. • To describe self in positive terms and talk about abilities.
		Managing Feelings and Behaviour	<ul style="list-style-type: none"> • To explain own knowledge and understanding, and ask appropriate questions of others.

	Understanding the World	People and Communities	<ul style="list-style-type: none"> To enjoy joining in with family customs and routines.
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ELG END of Reception outcomes	Personal, Social and Emotional Development	Self-Confidence and Self-Awareness	<ul style="list-style-type: none"> To be confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas and will choose the resources they need for their chosen activities. They say when they do or don't need help.
		Managing Feelings and Behaviour	<ul style="list-style-type: none"> To talk about how they and others show feelings, talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride.
		Making Relationships	<ul style="list-style-type: none"> To play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.
	Understanding the World	People and Communities	<ul style="list-style-type: none"> To talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

		The World	<ul style="list-style-type: none">• To know about similarities and differences in relation to places, objects, materials and living things. They talk about features of their own immediate environment and how environments might vary from one another.
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Please refer to the planning section in the EYFS section of our website to see how and when these outcomes are planned for.