

Westminster RE Long Term plan



Long Term Plan Overview						
	Subject : RE			Subject Leader: Jemma Fowles-White		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	What makes us the same and different from others?	What is the nativity?	What is a special place?	What is Easter?	Which stories are special and why?	Being special; where do I belong?
Year R	Creation UC F1 Why is the word God important to Christians?	Incarnation UC F2 Why do Christians perform the nativity at Christmas?	LDS F5 thematic unit Which places are special and why?	Salvation UC F3 Why do Christians put a cross in an Easter garden?	LDS F6 thematic unit Which stories are special and why?	LDS F4 thematic unit Being special; where do we belong?
Year 1	God UC 1.1 What do Christians believe God is like?	Incarnation UC 1.3 Why does Christmas matter?	LDS 1.8 thematic unit Who am I? What does it mean to belong?	Salvation UC 1.5 Why does Easter matter?	Creation UC 1.2 Who made the world?	LDS 1.7 Who is Muslim and what do they believe?
Year 2	LDS 1.10 thematic unit How should we care for the world and for others, and why does it matter?	Incarnation UC 1.3 Why does Christmas matter?	Gospel UC 1.4 What is the good news that Jesus brings?	Salvation UC 1.5 Why does Easter matter?	LDS 1.7 Who is Muslim and what do they believe?	LDS 1.9 thematic unit What makes some places sacred to believers?
Year 3	Creation UC L2.1 What do Christians learn from the Creation story?	People of God UC L2.2 What is it like to follow God?	Incarnation UC L2.3 What is the Trinity? (Incarnation and God)	Salvation UC L2.5 Why do Christians call the day Jesus died Good Friday?	LDS L2.8 Sikhism What does it mean to be a Sikh in Britain today? (shared with Y4)	L2.10 Festivals: thematic inc secular world views How and why do believers show their commitments during the journey of life?
Year 4	Gospel UC L2.4 What kind of world did Jesus want?	UC L2.3 Incarnation What is the Trinity? (Incarnation and God) (Shared with Year 3)– digging deeper focus	LDS L2.8 What does it mean to be a Sikh in Britain today? (shared with Y3)	Salvation UC L2.5 Why do Christians call the day Jesus died Good Friday?	Kingdom of God UC L2.6 When Jesus left, what next?	LDS L2.9 Festivals thematic inc secular world views What are the deeper meanings of festivals?
Year 5	God UC U2.1 What does it mean if God is holy and loving?	People of God UC U2.3 How can following God bring freedom and justice?	Gospel UC U2.5 What would Jesus do?	Salvation UC U2.6 What did Jesus do to save human beings?	LDS U2.13 thematic inc secular world views Why is pilgrimage important to Sikhs and other religious believers? (Shared with year 6)	LDS U2.9 What does it mean for Muslims to follow God? (shared with Y6)
Year 6	LDS U2.14 thematic inc secular world views How do religions help people through good and bad times?	Incarnation UC U2.4 Was Jesus the Messiah?	Kingdom of God UC U2.8 What kind of king is Jesus?	Salvation UC U2.7 What difference does the Resurrection make for Christians?	Creation UC U2.2 Creation and science: conflicting or complementary?	LDS U2.9 What does it mean for Muslims to follow God? (shared with Y5)



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Amendments to LTP for 2020-2021

Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	Gospel UC L2.4 What kind of world did Jesus want?	Salvation UC L2.5 Why do Christians call the day Jesus died Good Friday?	LDS L2.8 What does it mean to be a Sikh in Britain today? (shared with Y3)	Kingdom of God UC L2.6 When Jesus left, what next?	LDS L2.9 Festivals thematic inc secular world views What are the deeper meanings of festivals?	UC Incarnation What is the Trinity? (Incarnation and God) (Shared with Year 3)– digging deeper focus

Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	LDS U2.14 thematic inc secular world views How do religions help people through good and bad times?	Incarnation UC U2.4 Was Jesus the Messiah?	Creation UC U2.2 Creation and science: conflicting or complementary?	Kingdom of God UC U2.8 What kind of king is Jesus?	Salvation UC U2.7 What difference does the Resurrection make for Christians?	Sikhism catch up from Year 5 (2 weeks) LDS U2.9 What does it mean for Muslims to follow God? (shared with Y5)

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum Statutory Programmes of Study	See EYFS Curriculum	See EYFS Curriculum	 Understanding Christianity Unit: God Fundamental to Christian belief is the existence of God, Father, Son and Holy Spirit.				
	Outcomes	Outcomes	Outcomes	Outcomes	Outcomes	Outcomes	Outcomes
<ul style="list-style-type: none"> promotes the spiritual, moral, cultural, mental and physical development of pupils; and prepares pupils at the school for the opportunities, responsibilities and experiences of later life. 		Children will be able to reflect on their own religion compared to Christianity. Children be able to describe some of the key beliefs of Christians and what they believe God is like. Children will be able to retell the parable of the Lost Son.				Children will be able to reflect on their own religion compared to Christianity. Children will be able to compare and contrast across religions. Children will be able to discuss religious imagery. Children will be able to reflect on scriptures to show understanding. Children will understand and be able to discuss the key beliefs of a Christian. Children will be able to identify ways that Christians seek forgiveness.	
	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
		God UC 1.1: What do Christians believe God is like? Christians believe in God, and that they find out about God in the Bible. Christians believe God is loving, kind, fair and also Lord and King; and there are some stories that show this. Christians believe God is loving, kind, fair and also Lord and King; and there are some stories that show this. Christians worship God and try to live in				God UC U2.1 What does it mean if God is holy and loving? Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping. Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also being loving, forgiving, and full of grace. Christians believe God loves people so much that Jesus was born, lived, was crucified and	

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		ways that please him.				rose again to show God's love.	
						Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching.	
						Christians believe getting to know God is like getting to know a person rather than learning information.	
	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary
		prayer, love, God Jesus, forgiving, worship parable				Omnipotent, Omniscient Eternal, Faithful, Patient, Sacrament of Confession/ Penance	

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	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
National Curriculum Statutory Programmes of Study	Know some of the things that make them unique and can talk about some of the similarities and differences in relations to friends and family (30-50) Recognise and describe special times or events for family or friends (30-50) Enjoys joining in with family customs and routines (40-60)	Enjoys joining in with family customs and routines (40-60) They know about similarities and differences between themselves and others and among families, communities and traditions (ELG) They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect(EXC)	 Understanding Christianity unit: Creation The universe and human life are God's good creation. Humans are made in the image of God.						
			 Understanding Humans have this rebellion, and the	Christianity unit: Fall a tendency to go their own way rather than keep their place in relation to their Creator. This attitude is called sin, and Genesis 3 gives an account of popularly called 'the Fall'. This describes a catastrophic separation between God and humans, between humans and each other, and between humans environment. This idea that humans are 'fallen' and in need of rescue (or salvation) sets out the root cause of many problems for humanity.					
<ul style="list-style-type: none"> promotes the spiritual, moral, cultural, mental and physical development of pupils; and prepares pupils at the school for the opportunities, responsibilities and experiences of later life. 	Outcomes Children will be able to sequence pictures showing The Creation (Provision – reflection/worship area) Children will be able to talk about their natural world and begin to link this to creation (outdoor provision) Children will show care and concern for living things, showing understanding that God created them, link to their own beliefs, identifying similarities and differences (outdoor provision)	Outcomes Children will be able to sequence pictures and add captions and sentences showing The Creation (Provision – reflection/worship area) Children will be able to talk about their natural world and begin to link this to creation. Children will be able to make links between home and school. (outdoor provision) Children will show care and concern for living things, showing understanding that God created them, linked to their own beliefs, identifying similarities and differences (outdoor provision)	Outcomes Children will be able to think, talk and ask questions about living in an amazing world. Children will be able to sequence the creation story in pictures. Children will understand the Christian beliefs about Creation. Children will be able to compare the Christian creation story with their own belief.		Outcomes Children will be able to use chronology to sequence the creation story. Children will be able to compare the Christian creation story with their own belief. Children will be able to sequence the Creation story Children will be able to explain 'the fall' and what happened to Adam and Eve.			Outcomes Children will be able to identify the key events within the story of Genesis and understand why it is relevant to the wider story of the Bible. Children will be able to use Genesis text and Psalms to identify shared characteristics of God and a creator. Children will be able to sort statements about creation into cosmology and evolution categories. Children will understand the different views of 2 Christians who have different ways of interpreting Genesis. Children will be able to place statements about the relationship between religion and science (creation) on a continuum.	
	Key Knowledge Creation and Fall unit: The word God is a name.	Key Knowledge <u>F1 Why is the word 'God' so important to Christians?</u> Christians believe God made our wonderful world and so we should look after it.	Key Knowledge <u>Creation IUC 1.2 Who made the world?</u> God created the universe. The Earth and everything in it are important to God. God has a unique relationship with human beings as their Creator and Sustainer. Humans should care for the world because it belongs to God.		Key Knowledge	Key Knowledge <u>Creation UC L2.1 What do Christians learn from the Creation story?</u> God the Creator cares for the creation, including human beings. As human beings are part of God's good creation, they do best when they listen to God. The Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called 'the Fall'). This means that humans cannot get close to God without God's help. The Bible shows that God <i>wants</i> to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments), and offers forgiveness even when they keep on falling short. Christians show that they want to be close to God too, through		Key Knowledge	Key Knowledge <u>Creation UC U2.2 Creation and science: conflicting or complementary?</u> There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts. There are many scientists throughout history and now who are Christians. These debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account conflict with scientific accounts? The discoveries of science make Christians wonder even more about the power and majesty of the Creator.

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					obedience and worship, which includes saying sorry for falling short.			
		Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary
	God Creation Christian World Universe Day	God Jesus Creation World Universe Day	God, Jesus, Creation, creator, patient, powerful provider		Commandments, forgiveness, Creation, Patient. powerful			Big Bang, cosmology, evolution, creation glory, universe, conflict, complementary

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	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
National Curriculum Statutory Programmes of Study			Understanding Christianity Unit: People of God The Old Testament tells the story of God's plan to reverse the impact of the Fall, to save humanity. It involves choosing a people who will model a restored relationship with God, who will attract all other people back to God. The Bible narrative includes the ups and downs of this plan, including the message of the prophets,5 who tried to persuade people to stick with God. The plan appears to end in failure with the people of God exiled, and then returning, awaiting a 'messiah' — a rescuer.					
	<ul style="list-style-type: none"> promotes the spiritual, moral, cultural, mental and physical development of pupils; and prepares pupils at the school for the opportunities, responsibilities and experiences of later life. 	Outcomes	Outcomes	Outcomes	Outcomes	Outcomes	Outcomes	Outcomes
				Children will be able to explain how and why Christians believe that God makes and keeps promises. Children will be able to explain how God might feel at different points of the Bible stories. Children will be able to use similes to explain what God is like.		Children will understand the implications of being a slave in Egyptian/Biblical times. Children will understand why Moses was chosen by God. Children will understand the plagues and why they were sent. Children will be able to retell the story of Moses, the covenant and Mount Sinai and what we can learn from Moses. Children will be able to identify why Christians believe that God can bring freedom and justice.		
	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	
				People of God UC I2.2 What is it like to follow God? The Old Testament tells the story of a particular group of people, the children of Israel known as the People of God — and their relationship with God. The People of God try to live in the way God wants, following his commands and worshipping him. They believe he promises to stay with them and Bible stories show how God keeps his promises.		People of God UC U2.3 How can following God bring freedom and justice? The Old Testament pieces together the story of the people of God. As their circumstances change (for example, from being nomads (Abraham, Jacob) to being city dwellers (David)), they have to learn new ways of following God. The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin. Christians apply this idea to living today by trying to serve God and to bring freedom to others: for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus. Christians see the Christian Church as part of the ongoing story of the People of God, and try to live in a way that attracts others to God: for example, as salt and light in the world.		
	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	
				Command covenant, obey, worship, Old Testament, promises.				

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	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum Statutory Programmes of Study	Enjoys joining in with family customs and routines (40-60) They know about similarities and differences between themselves and others and among families, communities and traditions (ELG) They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect(EXC)		Understanding Christianity unit: Incarnation The New Testament presents Jesus as the answer: the Messiah and Saviour, who will repair the effects of sin and the Fall and offer a way for humans to be at one with God again. Incarnation means that Jesus is God in the flesh, and that in Jesus, God came to live among humans				
	Outcomes	Outcomes	Outcomes	Outcomes	Outcomes	Outcomes	Outcomes
	Children will be able to retell and act out the Christmas story. (small world provision, Reflection/Worship area)	Children will know the Nativity story and be able to sequence it. Children will take part and act out the Christmas Story. Children will be able to say why Christmas is important to Christians.	Children will be able to give examples of why Christmas is important to Christians. Children will be able to retell and act out the main features of Incarnation and the part of the 'Big Story of the Bible'. Children will be able to give at least two examples of ways in which Christians use the nativity story in churches and homes for example, using nativity scenes and carols to celebrate Jesus' birth.	Children will be able to identify and explain the main features of a baptism. Children will be able to retell and act out the story of John's baptism of Jesus. Children will be able to explain why it was important for John to baptise Jesus.			Children will be able to use the Prophecy texts to explain what was expected of the Messiah. Children will be able to use the Gospels to explain what they say about Jesus being the Messiah. Children will understand the meaning of Christmas and Easter and how they are important to Christians. Children will be able to consider what a Messiah would be like if they came to Earth today. Children will know about some peacemakers and how their faith has impacted on their actions.
<ul style="list-style-type: none"> promotes the spiritual, moral, cultural, mental and physical development of pupils; and prepares pupils at the school for the opportunities, responsibilities and experiences of later life. 	Key Knowledge Incarnation: UC F2 Why do Christians perform the nativity at Christmas? Christians believe God came to Earth in human form as Jesus. Christians believe Jesus came to show that all people are precious and special to God.	Key Knowledge Incarnation UC 1.3 Why does Christmas matter to Christians? Christians believe that Jesus is God and that he was born as a baby in Bethlehem. The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke). Christians celebrate Jesus' birth; Advent for Christians is a time of getting ready for Jesus' coming.	Key Knowledge Incarnation UC 1.3 Why does Christmas matter to Christians? Christians believe that Jesus is God and that he was born as a baby in Bethlehem. The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke). Christians celebrate Jesus' birth; Advent for Christians is a time of getting ready for Jesus' coming.	Key Knowledge Spring 1: Incarnation UC L2.3 What is the Trinity? Christians believe God is Trinity: Father, Son and Holy Spirit (see Incarnation). Jesus the Son is seen by Christians as revealing what God the Father is like. They believe he promises to stay with them and Bible stories show how God keeps his promises. Christians find that understanding God is challenging; people spend their whole lives learning more and more about God. Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art. Christians worship God as Trinity. It is a huge idea to grasp and Christians have created art to help to express this belief. Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.			Key Knowledge Incarnation UC U2.4 Was Jesus the Messiah? Jesus was Jewish. Christians believe Jesus is God in the flesh. They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God. The Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. Some texts talk about what this 'messiah' would be like. Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.) Christians see Jesus as their Saviour (See Salvation).
	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary
	Bible, Christmas Jesus, Mary, Joseph Bethlehem	Bible, Old Testament Nativity, Mary Joseph Jesus, Nazareth, Bethlehem Shepherds, Wise men Angels	Christmas, Mary, Joseph, Angel, Inn Keeper, Bethlehem, The three Kings, donkey, frankincense, myrrh, advent	baptism, blessing, gospel, holy spirit, incarnation and trinity			Messiah, saviour, despair, prophet incarnation, gospel

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	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum Statutory Programmes of Study	See EYFS Curriculum		Understanding Christianity unit: Gospel Jesus' incarnation is 'good news' for all people. ('Gospel' means 'good news'.) His life, teaching and ministry embody what it is like to be one of the people of God, what it means to live in relationship with God. Jesus' example and teaching emphasise loving one's neighbour — particularly the weak and vulnerable — as part of loving God.				
	Outcomes	Outcomes	Outcomes	Outcomes	Outcomes	Outcomes	Outcomes
			Children will understand what the Gospel is and the good news that Jesus brings for all people. Children will be able to make comparisons in their lives and illustrate through their drawings, words, or pictures about when we do wrong, how can this be rectified? Children will be able to think, talk and ask questions about whether there are any lessons for them to learn from the ideas they have been studying, exploring different ideas such as, how should we behave towards the poor and friendless? Children will be able to reflect and talk about what they have learned from Jesus' teachings and how their ideas might have changed on how we should live and what is the right way in life.		Children will understand what the Gospel is. Children will be able to explain what a disciple is. Children will be able to discuss and retell the story of Peter and the fishermen. Children will be able to explain what 'fishers of people' mean. Children will be able to discuss and retell the story of Jesus and the Leper. Children will be able to explore and discuss statements related to what kind of world Jesus wanted	Children will be able to explain what a gospel is. Children will understand the poignancy of the Sermon on the mount and the importance to Christians. Children will discuss the foundations for Christian living and compare on contrast to other beliefs Children will be able to identify and explain key events in Jesus' life that lead to his betrayal. Children will be able to discuss and evaluate how Jesus' response to his betrayal and the sacrifice he made.	
<ul style="list-style-type: none"> promotes the spiritual, moral, cultural, mental and physical development of pupils; and prepares pupils at the school for the opportunities, responsibilities and experiences of later life. 	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
			Gospel UC 1.4 What is the good news that Jesus brings? Christians believe Jesus brings good news for all people. For Christians, this good news includes being loved by God, and being forgiven for bad things. Christians believe Jesus is a friend to the poor and friendless. Christians believe Jesus' teachings make people think hard about how to live and show them the right way.		Gospel UC L2.4 What kind of world did Jesus want? Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first. Jesus shows love and forgiveness to unlikely people. Christians try to be like Jesus — they want to know him better and better. Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.	Gospel UC U2.5 What would Jesus do? The good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin. Christians see that Jesus' teachings and example cut across expectations — the Sermon on the Mount is an example of this, where Jesus' values favour serving the weak and vulnerable, not making people comfortable. Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community. Jesus' good news transforms lives now, but also points towards a restored, transformed life in the future.	
	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary
			Israelites, Matthew the Tax Collector, Taxes, Romans, Apostle, Forgiveness, Peace, Friendship, Friendless, Jesus		Disciple, Gospel, Israelites, Leprosy, Miracle, Apostle	Gospel, New Testament, sermon, disciple, denial Maundy Thursday, sacrifice, betrayal	

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	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum Statutory Programmes of Study	Enjoys joining in with family customs and routines (40-60) They know about similarities and differences between themselves and others and among families, communities and traditions (ELG) They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect(EXC)	 Understanding Christianity unit: Salvation Jesus' death and resurrection effect the rescue or salvation of humans. He opens the way back to God. Through Jesus, sin is dealt with, forgiveness offered, and the relationship between God and humans is restored.					
	Outcomes		Outcomes	Outcomes	Outcomes	Outcomes	Outcomes
	Children will be able to retell the key events of the Easter story using props (small world provision, Reflection/Worship area) Children will be able to link the Christmas Story, when Jesus was born to the Easter Story, when Jesus had grown up. Children will be able to talk about different ways we can show love to others.(Big Talk group)	Children will be able to retell the key parts of the Easter story. Children will be able to explain why Easter is a special celebration for Christians. Children will know that Christians remember/celebrate Jesus' deaths and resurrection.	Children are able to express how their emotions change throughout the Easter story. They use colours to represent this and can explain why Christians take joy in the death and resurrection of Christ. Children make direct links between the teaching of forgiveness in the story to forgiveness in their own lives. Children will show this through letter writing and prayer. Children will be able to give examples of how the Easter story is practised within Christian places of worship.	Children will be able to sequence the events between Palm Sunday and Easter Sunday (known as Holy Week). Children will be able to explain the key features and events that took place on each day. Children can explain how Jesus was feeling throughout the events of Holy Week. Children can explain why the day that Jesus died on the cross is described as 'good'.	Children will be able to sequence the following events: creation, Fall and incarnation and explain where they all fit on a timeline in terms of the bible's 'big story'. Children will be able to discuss and explain the main message of Peter's denial. Children will be able to explain the concept of Eucharist. Children will be able to retell the Easter story. Children will be able to consider the links between the Gospel texts and how Christians mark Easter events in their church communities	Children will be able to identify the key events and bible extracts leading up to Jesus' death and understand their significance for Christians. Children will be able to explain the importance of the Last Supper and relate it to the Big story of the Bible. Children will be able to make connections between the Last Supper and how Christians celebrate Holy Communion. Children will understand Christian perspectives on Jesus' death and the meaning of his sacrifice. Children will consider the concept of sacrifice for Christians and how it impacts a Christian's life	Children will be able to read extracts from the Gospel and understand how this fits into the Big Story of the Bible. Children will be able to find evidence in the Gospels to explain how and why that Jesus was resurrected. Children will be able to explain why Christians believe in the resurrection. Children will know some of the things that Christians do on Good Friday and Easter Sunday and how they link to resurrection. Children will be able to interpret a selection of hymns and explain how they show belief in resurrection and death.
<ul style="list-style-type: none"> promotes the spiritual, moral, cultural, mental and physical development of pupils; and prepares pupils at the school for the opportunities, responsibilities and experiences of later life. 	Key Knowledge Salvation: UC F3 Why do Christians put a cross in an Easter garden? Christians remember Jesus' last week at Easter. Jesus' name means 'He saves'. Christians believe Jesus came to show God's love. Christians try to show love to others.	Key Knowledge Salvation UC 1.5 Why does Easter matter to Christians? Easter is very important in the 'big story' of the Bible. Christians believe Jesus rose again, giving people hope of a new life.	Key Knowledge Salvation UC 1.5 Why does Easter matter to Christians? Easter is very important in the 'big story' of the Bible. Christians believe Jesus rose again, giving people hope of a new life. Easter is very important in the 'big story' of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross Christians believe Jesus builds a bridge between God and humans. Christians believe Jesus rose again, giving people hope of a new life.	Key Knowledge Salvation UC L2.5 Why do Christians call the day Jesus died Good Friday? Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do. Christians today trust that Jesus really did rise from the dead, and so is still alive today. Christians remember and celebrate Jesus' last week, death and resurrection.	Key Knowledge Salvation UC L2.5 Why do Christians call the day Jesus died Good Friday? Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do. Christians today trust that Jesus really did rise from the dead, and so is still alive today. Christians remember and celebrate Jesus' last week, death and resurrection.	Key Knowledge Salvation UC U2.6 What did Jesus do to save human beings? Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God. The Gospels give accounts of Jesus' death and resurrection. The New Testament says that Jesus' death was somehow 'for us'. Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God; leading from darkness to light. Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass). Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith.	Key Knowledge Salvation UC U2.7 What difference does the Resurrection make for Christians? Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God. The Gospels give accounts of Jesus' death and resurrection. Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end. This belief gives Christians hope for life with God, starting now and continuing in a new life (heaven).
	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary
	Easter new life beginnings died	Easter, new life beginnings, crucifixion miracle, resurrection	Easter, new life, beginnings forgiveness salvation crucifixion, resurrection	Easter, beginnings resurrection,, Last Supper, celebrate	crucifixion, disciple, Eucharist high priest, salvation, beginnings	beginnings, forgiveness, Salvation crucifixion, last supper, interpretations Lord Supper, sacrifice, resurrection	salvation, resurrection, incarnate Apostles, tomb, Salvation, crucifixion last supper, interpretations

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National Curriculum Statutory Programmes of Study	See EYFS Curriculum	 <p>Understanding Christianity unit: Kingdom of God This does not mean that no one sins any more! The Bible talks in terms of God's 'Kingdom' having begun in human hearts through Jesus. The idea of the 'Kingdom of God' reflects God's ideal for human life in the world — a vision of life lived in the way God intended for human beings. Christians look forward to a time when God's rule is fulfilled at some future point, in a restored, transformed heaven and earth. Meanwhile, they seek to live this attractive life as in God's Kingdom, following Jesus' example, inspired and empowered by God's Spirit.</p>					
	Outcomes	Outcomes	Outcomes	Outcomes	Outcomes	Outcomes	Outcomes
					Children will be able to sequence the following events: creation, Fall and incarnation and explain where they all fit on a timeline in terms of the Bible's 'big story'. Children will be able to explain the main message of Peter's denial. Children will be able to explain the concept of Eucharist. Children will be able to retell the Easter story. Children will describe links between the Gospel texts and how Christians mark Easter events in their church communities		Children will understand that Christians see God as a king Children will be able to describe the qualities of a king. Children will be able to use a range of texts from the Bible to find evidence for God being a king. Children will be able to explain how the Bible impacts people's lives, using the example of Mary Jones. Children will be able to write a modern version of the Lord's Prayer. Children will understand that forgiveness is important in the Kingdom of God. Children will be able to relate teachings about the Kingdom of God to problems and situations in the world today.
<ul style="list-style-type: none"> promotes the spiritual, moral, cultural, mental and physical development of pupils; and prepares pupils at the school for the opportunities, responsibilities and experiences of later life. 	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
					<p>Kingdom of God UC L2.6 When Jesus left, what next?</p> <p>Christians believe that Jesus inaugurated the 'Kingdom of God' — i.e. Jesus' whole life was a demonstration of his belief that God is King, not just in heaven but here and now ('Your kingdom come, your will be done on earth as it is in heaven').</p> <p>Christians believe Jesus is still alive, and rules in their hearts and lives by the Holy Spirit, if they let him.</p> <p>Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God.</p> <p>Christians celebrate Pentecost as the beginning of the Church</p>		<p>Kingdom of God UC U2.8 What kind of king is Jesus?</p> <p>Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God.</p> <p>The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so.</p> <p>Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.</p>
	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary
					Disciple, Kingdom of God, Pentecost, Holy Spirit		kingdom, parable, unjust crucified, gentile, omnipotent, forgive

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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Leeds and York Diocese Syllabus. The Statement of Entitlement : Christianity should be the majority study in RE in every school and at every year group. In Church schools that should be clearly adhered to. KS1 – KS3 at least 2/3rds Christianity.</p>	<p>Leeds Syllabus for RE The Statement of Entitlement for Religious Education 2016 states: “A high quality Religious Education (RE) curriculum is essential to meet the statutory requirement for all maintained schools to teach a broad and balanced curriculum. At the heart of RE in church schools is the teaching of Christianity, rooted in the person and work of Jesus Christ. There is a clear expectation that as inclusive communities, church schools encourage learning about other religions and world views fostering respect for them. Although there is not a National Curriculum for RE, all maintained schools have a statutory duty to teach it. This is equally applicable to academies and free schools as it is to maintained schools. In foundation and voluntary controlled schools with a religious character, RE must be taught according to the Locally Agreed Syllabus unless parents request RE in accordance with the trust deed of the school; and in voluntary aided schools RE must be taught in accordance with the trust deed.”</p>	<ul style="list-style-type: none"> Children will be able to talk about similarities and differences between themselves and others, among families, communities and traditions. Children will begin to know about their own cultures and beliefs and those of other people. Children will explore, observe and find out about places and objects that matter in different cultures and beliefs. 	<ul style="list-style-type: none"> Children will be able to identify the core concepts and beliefs studied and give a simple description of what they mean Children will be able to give examples of how stories show what people believe (eg. the meaning behind a festival) Children will be able to give a good reason for the views they have and the connections they make. Children will be able to give clear, simple accounts of what stories and other texts mean to believers 	<ul style="list-style-type: none"> Children will be able to give examples of how people use stories, texts and teachings to guide their beliefs and actions, individually and as communities Children will be able to think, talk and ask questions about whether there are any lessons for them to learn from the ideas they have been studying, exploring different ideas Children will be able to talk about what they have learned Children will be able to give examples of ways in which believers put their beliefs into action 	<ul style="list-style-type: none"> Children will be able to identify and describe the core beliefs and concepts studied Children will be able to make simple links between stories, teachings and concepts studied and how people live, individually and in communities Children will be able to make clear links between texts/sources of authority and the key concepts studied Children will be able to describe how people show their beliefs in how they worship and in the way they live Children will be able to offer informed suggestions about what texts/sources of authority might mean and give examples of what these sources mean to believers Children will be able to give good reasons for the views they have and the connections they make 	<ul style="list-style-type: none"> Children will be able to offer informed suggestions about what texts/sources of authority might mean and give examples of what these sources mean to believers. Children will be able to identify some differences in how people put their beliefs into practice. Children will be able to raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live Children will be able to make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly. Children will be able to talk about what they have learned and if they have changed their thinking 	<ul style="list-style-type: none"> Children will be able to identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions Children will be able to make clear connections between what people believe and how they live, individually and in communities Children will be able to make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) Children will be able to describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts Children will be able to use evidence and example to show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures
	<p>The aims of Religious Education in Church schools are:</p> <ul style="list-style-type: none"> To enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage. To enable pupils to know and understand about other major world religions and non-religious worldviews, their impact on society, culture and the wider world, enabling pupils to express ideas and insights. To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values. 	<p>Outcomes</p> <p><u>LDS F5 thematic unit</u> <u>Which places are special and why?</u></p> <ul style="list-style-type: none"> talk about somewhere that is special to themselves, saying why recognise that some religious people have places which have special meaning for them talk about the things that are special and valued in a place of worship identify some significant features of sacred places recognise a place of worship -get to know and use appropriate words to talk about their thoughts and feelings when visiting a church express a personal response to the natural world. 	<p>Outcomes</p> <p><u>LDS 1.8 thematic unit</u> <u>Who am I? What does it mean to belong?</u></p> <p>Making sense of beliefs:</p> <ul style="list-style-type: none"> recognise that loving others is important in lots of communities say simply what Jesus and one other religious leader taught about loving other people. <p>Understanding the impact:</p> <ul style="list-style-type: none"> give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious). <p>Making connections:</p> <ul style="list-style-type: none"> give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences talk about what they think is good about being in a community, for people in faith 	<p>Outcomes</p> <p><u>LDS 1.7</u> <u>Who is Muslim and what do they believe?</u></p> <p>Making sense of belief:</p> <ul style="list-style-type: none"> identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names, and give a simple description of what some of them mean give examples of how sries about the Prophet show what Muslims believe about Muhammad. <p>Understanding the impact:</p> <ul style="list-style-type: none"> give examples of how Muslims use the Shahadah to show what matters to them give examples of how Muslims put their beliefs about prayer in action. <p>Making connections:</p> <ul style="list-style-type: none"> talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas give a good reason for their ideas about whether prayer, respect, celebration and self-control have something say them o. 	<p>Outcomes</p> <p><u>LDS 1.2.8</u> <u>What does it mean to be a Sikh in Britain day?</u></p> <p>Making sense of belief:</p> <ul style="list-style-type: none"> identify some of the core beliefs of Sikhism, e.g. one God, the message of Guru Nanak, equality and service. make clear links between the Mool Mantar and Sikh beliefs and actions. offer informed suggestions about what some of the teachings of the Gurus mean to Sikhs today. 	<p>Outcomes</p> <p><u>Or: 1.2.8 What does it mean to be a Sikh in Britain day?</u></p> <p>Understanding the impact:</p> <ul style="list-style-type: none"> make simple links between the life of at least one of the Gurus and some actions Sikhs take day (e.g. Guru Nanak and the langar; Guru Gobind Singh and the Khalsa). give some examples that demonstrate that remembering God, working hard and serving others are important Sikhs day. <p>Making connections:</p> <ul style="list-style-type: none"> raise questions about what matters to Sikhs (e.g. equality, service, honest work), and say why they still matter day. make links between key Sikh values and life in the world day, identifying which values would make most difference in pupils' own lives and in the world day. talk about what they have learned and whether they have changed their thinking. 	<p>Outcomes</p> <p><u>LDS U2.13 thematic inc secular world views</u> <u>Why is pilgrimage important to Sikhs and other religious believers?</u></p> <p>Making sense of belief:</p> <ul style="list-style-type: none"> identify some of the beliefs that lie behind places and times of pilgrimage in at least two religions (e.g. ummah in Islam; Mary in Roman Catholicism) explain ways in which sries that lie behind sites of connect with beliefs (e.g. Shiva and the Ganges; Israel as G-d's Chosen or Favoured people in Judaism). <p>Understanding the impact:</p> <ul style="list-style-type: none"> explain the spiritual significance and impact of pilgrimage on pilgrims in at least two religions compare the similarities and differences between ways in which people undertake pilgrimage and how they affect the way they live. <p>Making connections:</p> <ul style="list-style-type: none"> evaluate and explain the importance of pilgrimage in the world day, giving good reasons for their views Reflect on and articulate lessons that people might gain from the idea and practice of pilgrimage, including their own responses consider and weigh up the value of e.g. reflection, repentance and

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						remembrance, in the world day, including in their own lives • Talk about how and why their thinking has developed through this unit.	and why.
Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary
religion special worship	communities leader Christian Jewish Muslim ceremony	Muslim Prophet Five Pillars Qu'ran Shahadah prayer respect self-control	equality service Guru langhar Khalsa values	equality service beliefs teachings honest values tradition	pilgrimage Ummah Catholicism spiritual reflection repentance remembrance	traditions suffering bereavement	
Outcomes	Outcomes	Outcomes	Outcomes	Outcomes	Outcomes	Outcomes	Outcomes
LDS F6 thematic unit Which stories are special and why? • talk about some religious stories • recognise some religious words, e.g. about God • identify some of their own feelings in the stories they hear • identify a sacred text e.g. Bible, Qur'an • talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing do • talk about what Jesus teaches about saying 'thank you', and why it is good thank and be thanked	LDS 1.7 Who is Muslim and what do they believe? Making sense of belief: • recognise the words of the Shahadah and that it is very important for Muslims • identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names, and give a simple description of what some of them mean Understanding the impact: • give examples of how Muslims use the Shahadah to show what matters to them • give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) Making connections: • think, talk about and ask questions about Muslim beliefs and ways of living • talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas	LDS 1.9 thematic unit <u>What makes some places sacred to believers?</u> Making sense of belief: • Recognise that there are special places where people go to worship, and talk about what people do there • Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean • Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship. Understanding the impact: • give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe give simple examples of how people worship at a church, mosque or synagogue • talk about why some people like to belong to a sacred building or a community. • Making connections: • think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas • talk about what makes some places special to people, and what the difference is between religious and non-religious special places • talk about what they have learned and what has helped them learn	L2.10 thematic inc secular world views <u>How and why do believers show their commitments during the journey of life?</u> Making sense of belief: • identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean • offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and nonreligious people day. Understanding the impact: • describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean • make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals) • identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism) Making connections: • raise questions and suggest answers about whether it is good for everyone to see life as journey, and mark the milestones • make links between ideas of love, commitment and promises in religious and non-religious ceremonies • give good reasons why they think ceremonies of commitment are or are not valuable day.	LDS L2.9 thematic inc secular world views <u>What are the deeper meanings of festivals?</u> Making sense of belief: • identify the main beliefs at the heart of religious festivals (i.e. at least one festival in at least two religions) • make clear links between these beliefs and the stories recalled at the festivals. Understanding the impact: • make connections between stories, teachings, symbols and beliefs and how believers celebrate these festivals • describe how believers celebrate festivals in different ways (e.g. between celebrations at home and in community; and/or a variety of ways of celebrating within a religious tradition) Making connections: • raise questions and suggest answers about what is worth celebrating and remembering in religious communities and in their own lives • make links between the beliefs and practices studied and the role of festivals in the life of Britain day, showing their understanding of the values and beliefs at the heart of each festival studied, giving good reasons for their ideas • talk about what they have learned, how and why their thinking has changed	LDS U2.9 <u>What does it mean for Muslims to follow God?</u> Making sense of belief: • identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. tawhid; Muhammad as the Messenger, Qur'an as the message) • describe and explain ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on five pillars; hajj practices follow example of the Prophet).	LDS U2.9 <u>What does it mean for Muslims to follow God?</u> Understanding the impact: • give evidence and examples to show how Muslims put their beliefs in practice in different ways. Making connections: • consider and weigh up the value of e.g. submission, obedience, generosity, selfcontrol and worship in the lives of Muslims day and articulate responses on how far they are valuable people who are not Muslims • reflect on and talk about what and how they have learned, and how and why their thinking has changed	
Key Vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Vocabulary	
special Jesus promises Bible Qur-an	prophet Shahadah Muslim Ramadan	Place of Worship, Special, Sacred, Community, Belonging, Synagogue, Symbol, Object, Calligraphy	commitment promise ceremonies tradition salvation valuable	festival symbolism believers tradition beliefs practices	Muslim Prophet Five Pillars Qu'ran prayer respect self-control obedience	submission obedience generosity selfcontrol respect self-control beliefs practices Hajj	
Outcomes	Outcomes	Outcomes	Outcomes	Outcomes	Outcomes	Outcomes	Outcomes
		LDS 1.10 the thematic unit					

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			<p>How should we care for the world and for others, and why does it matter?</p> <p>Making sense of belief:</p> <ul style="list-style-type: none"> • identify a story or text that says something about each person being unique and valuable • give an example of a key belief some people find in one of these stories (e.g. that God loves all people) • give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world <p>Making connections:</p> <ul style="list-style-type: none"> • make connections between Muslim beliefs studied and Muslim ways of living in Britain/Yorkshire day • give an example of how people show that they care for others (e.g. by giving charity), making a link one of the stories • give examples of how Christians and Jews can show care for the natural earth • explain why Christians and Jews might look after the natural world. <p>Making connections:</p> <ul style="list-style-type: none"> • think, talk and ask questions about what difference believing in God makes how people treat each other and the natural world • give good reasons why everyone (religious and non-religious) should care for others and look after the natural world. • talk about what they have learned and how their ideas have changed 				
	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
			unique valuable belief prayer respect				