

Our curriculum begins with the fundamental Christian belief of one God as the creator of earth and mankind.

Our curriculum allows children to explore where they belong before understanding what it means to belong to a faith community.

This unit will enable children to think about special places of warmth, safety and happiness from their own perspective as well as from the perspective of religious believers. Within this unit children will have the opportunity to visit a minimum of 2 religious buildings.

LONG TERM PLAN FOR RECURSIVE EDUCATION

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	UC Creation – Why is the word 'God' so important to Christians? (Unit 1) (HS- F1)	UC - Incarnation Why is Christmas special to Christians? (Unit 2) (HS – F2)	Where do we belong? (Unit 3) (HS-F4)	UC – Salvation Why is Easter Sepcial to Christians? (Unit 4) (HS – F3)	Which places are special and why? (Unit 5) (HS – F5)	Which stories are special and why? (Unit 6) (HS-F6)

Christmas is taught to coincide with school and home based celebrations of the festival.

Salvation is taught to coincide with school and home based celebrations of the festival.

This unit explores significant stories from Judaism, Christianity and Islam. The stories will present core beliefs of religious communities in preparation for future units in our RE curriculum.

RE in EYFS

In both year A and year B, our KS1 curriculum begins with the fundamental Christian belief of one God as the creator of earth and mankind building on knowledge from the creation unit in EYFS.

Christmas is taught to coincide with school and home based celebrations of the festival.

This unit explores the teachings of Jesus in more depth, particularly building pupils' understanding of Christian prayer and forgiveness.

This double unit gives children ample opportunity to delve deeply into Islamic beliefs and lifestyles building on their understanding of The Prophet Muhammed and what happens inside a mosque from EYFS. This unit will also prepare pupils for the study of Muslim festivals and daily life in LKS2. We have designed our curriculum so that there is one double systematic unit per year of the cycle, giving each religion a chance to be in the spotlight.

This thematic unit strongly relates to our school vision and our connection with our environment. There will be opportunities to apply the systematic learning from units 1.1, 1.4 and 1.6 and for those children that studied year B first 1.7 too.

Year A	(HS - F1) UC God – What do Christians believe God is like? (Unit 10) (HS – 1.1)	(HS – F2) UC – Incarnation Why does Christmas matter to Christians? (Unit 8) (HS 1.3)	UC - Gospel What is the 'good news' Christians say Jesus brings? (Unit 13) (HS 1.4)	(HS – F3) Who is a Muslim and how do they live (Part 1)? (Unit 15) (HS – 1.6)	Who is a Muslim and how do they live (Part 2)? (Unit 17) (HS – 1.6)	How should we care for the world and other and why does it matter? (HS – 1.9)
Year B	UC - Creation Who do Christians say made the world? (Unit 7) (HS 1.2)	Who is Jewish and how do they live? (Unit 9) (HS – 1.7)	Who is Jewish and how do they live? (Unit 9) (HS - 1.7)	UC – Salvation What does Easter matter to Christians? (Unit 16) (HS – 1.5)	What makes some places sacred to believers? (Unit 18) (HS 1.8)	What does it mean to belong to a faith or belief community? (Unit 11) (HS - 1.10)

This double unit gives children ample opportunity to delve deeply into Jewish beliefs and lifestyles building on their understanding of Hanukah from EYFS and preparing them for the study of Jewish festivals and daily life in LKS2. The timing of this unit coincides with the Jewish festival of Hanukah.

Salvation is taught to coincide with school and home based celebrations of the festival. By placing this unit in Year B we enable our children to study one key Christian festival in depth in each year of the rolling programme.

This thematic unit builds on the FS unit to make deeper connections between sacred places and beliefs of religious communities. Children will have knowledge of the mosque from EYFS and of Jewish beliefs from the unit taught this year.

This thematic unit builds on the FS unit about belonging to make deeper connections between religious beliefs and communities. Children will have a strong base of knowledge about Judaism and Christianity to bring to this unit, some will also have studied Islamic beliefs.

RE in KS1

This unit explores the teachings of Jesus in more depth, particularly building pupils' understanding of disciples. It builds on learning from unit 1.4

In LKS2 children begin their learning about Hindu beliefs and traditions, building on knowledge of the festival of Diwali and the Ramayana story from EYFS and KS1 where Hinduism is not a key religion studied. There is one Hinduism unit in each year of the rolling programme and children will be given opportunities to transfer their learning from the first unit studied to the second.

This unit will enable pupils to understand the organisation of the Bible and to explore 'covenants'

This unit builds on the double unit exploring Jewish beliefs in KS1 and on the thematic unit of special times in EYFS.

This unit, exploring the impact of Pentecost, is studied at a time when churches are celebrating Pentecost.

This unit builds on the double unit exploring Islamic beliefs in KS1 and on the thematic unit of special times in EYFS.

Year A	UC – Gospel What kind of world did Jesus want? (Unit 25) (HS – L2.4)	What do Hindus believe God is like? (Unit 27) (HS – L2.7)	UC – People of God What is it like for someone to follow God? (Unit 19) (HS L2.2)	How do festivals and family life show what matters to Jewish People? (Unit 22) (HS – L2.10)	UC– Kingdom of God For Christians, when Jesus left, what was the impact of Pentecost? (Unit 26) (HS – L2.6)	How do festivals and worship show what matters to a Muslim? (Unit 21) (HS – L2.9)
Year B	UC Creation – What do Christians learn from the Creation story? (Unit 23) (HS – L2.1)	UC Incarnation – What is the Trinity and why is it important for Christians? (Unit 20) (HS – L2.3)	What does it mean to be a Hindu in Britain today? (Unit 29) (HS – L2.8)	UC Salvation – Why do Christians call the day that Jesus died 'Good Friday'? (Unit 28) (HS – L2.5)	How and why do people try to make the world a better place? (Unit 24) (HS – L2.12)	How and why do people mark the significant events of life? (Unit 30) (HS – L2.11)

In year B, our LKS2 curriculum begins with the fundamental Christian belief of one God as the creator of earth and mankind building on the knowledge from the creation units in EYFS and KS1 to explore what the creation story tells believers about God whilst thinking about why caring the world is important for all. This will be the first time pupils explore the impact of 'The Fall'.

Christmas is taught to coincide with school and home based celebrations of the festival.

Salvation is taught to coincide with school and home based celebrations of Easter..

This thematic unit strongly relates to our school vision and our connection with our environment. There will be opportunities to apply the systematic learning from L2.4, L2.1 and the thematic unit 1.9.

This thematic unit builds on the FS unit about special times and unit 1.10 which introduces children to welcoming ceremonies and marriages. Non-religious commitments are also explored.

RE in LKS2

This unit builds on previous learning about Christian views on God and enables pupils to explore how core beliefs are expressed through Christian worship. Pupils will have an opportunity to make initial comparisons with Humanist ideas and practices ahead of the following unit.

In this unit pupils will explore the changing demographics of British society and understand what beliefs and values might be used by non-religious people to guide their practice.

Building on previous learning from the Gospels, pupils will examine Jesus' two greatest commandments and see how Christians 'live out' His teaching across the world. This unit will provide knowledge that can be drawn on when deciding upon what type of King Jesus was in the next unit.

This unit will enable pupils to build on their understanding of Jesus' teachings to understand how modern Christians follow His example to make the world a better place. Pupils will extend their knowledge from unit U2.4

This unit builds on L2.7 to consolidate and extend understanding of core beliefs and practices within Hinduism. Pupils will explore examples of modern Hindu practice in the world.

Leintwardine is a mono-cultural location and as such we aim to introduce and celebrate cultural diversity whenever we can. We wanted to include this optional unit to raise pupils' awareness of the issue of racism before children move into new environments with wider demographics.

Year A

UC God - What does it mean is Christians believe God is holy and loving? (Unit 31) (HS - U2.1)	What does it mean to be a Humanist in Britain today? (Unit NOT AVAILABLE YET) (HS - U2.11)	UC - Gospel Christians and how to live: What would Jesus do? (Unit 37) (HS - U2.4)	UC - Kingdom of God For Christians, what type of king was Jesus? (Unit 41) (HS - U2.6)	Why do Hindus want to be good? (Unit 39) (HS - U2.7)	What can be done to reduce racism? Can religion help? (HS - U2.13)
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Year B

UC Creation - Creation and Science: Conflicting or Complimentary? (Unit 34) (HS - U2.2)	UC Incarnation - Why do Christians believe that Jesus was the Messiah? (Unit 38) (HS - U2.3)	What does it mean to be a Muslim in Britain today? (Unit 32) (HS - U2.8)	UC Salvation - What do Christians believe Jesus did to 'save' people? (Unit 40) (HS - U2.5)	Why is the Torah so important to Jewish People? (Unit 33) (HS - U2.9)	What matters most to humanists and Christians? (Unit 36) (HS U2.10)
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Children in Upper Key Stage 2 will consider the creation story at the same time as other classes across the school but will study this alongside their science unit linked to evolution to inform their discussions of whether the two theories can co-exist.

Christmas themes are taught to coincide with school and home based celebrations of the festival.

This unit builds on pupils' knowledge of Islamic beliefs in from KS1 and LKS2 to enable them to consider any challenges that there may be for Muslims living in Briatin

Salvation is taught to coincide with school and home based celebrations of Easter.

This unit builds on learning from units 1.7 and L2.10. Pupils will explore diversity within the Jewish faith whilst understanding the importance of the Torah to believers.

Christian and non-religious backgrounds are the most represented groups within our school community. This unit will enable pupils to explore shared values and practices as well as unpicking differences. Importantly, pupils will discuss how to live good lives whether they consider themselves 'religious' or not.

RE in UKS2