Religious Education
Long Term Plan

Doncaster's Locally Agreed Religious Education Syllabus					
Year Group	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Foundation One	**Development Matters** 3 and 4 year olds will be learning to: - Begin to make sense of their own life-story and family's history. - Continue developing positive attitudes about the differences between people. - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.					
Foundation Two	Unit F3 Which places are special and why? **Strand: Expressing** *Introduction to the concept that churches, mosques and synagogues are special places*	Unit F4 Which times are special and why? **Strand: Expressing** *Stories linked to Diwali and Christmas*	Unit F1 Which stories are special and why? **Strand: Believing** *Stories from the Bible and the Qur'an*	Unit F2 Which people are special and why? **Strand: Believing** *Special people from different religions*	Unit F5 Where do we belong? **Strand: Living** *Christian and Hindu celebrations to welcome children into the faith*	**Unit F6** What is special about our World? **Strand: Living** *Christianity*
Early Learning Goal	**Understanding the World** **ELG: Past and Present** Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling. **ELG: People, Culture and Communities** Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.					
Year 1	Unit 1.1 Who is a Christian and what do they believe? **Strand: Believing** *Christian beliefs and the celebration of Christmas*		Unit 1.4 What can we learn from sacred books? **Strand: Believing**	Unit 1.6 How and why do we celebrate sacred times? **Strand: Expressing**	Unit 1.7 What does it mean to belong to a faith community? **Strand: Living** *Symbols from Christianity*	

			Sacred books from Christianity, Judaism and Islam	Christianity and the celebration of Easter		
Year 2	Unit 1.3 Who is Jewish and what do they believe? **Strand: Believing** *Jewish beliefs and the celebrations of Shabbat, Sukkot and Hannukah*		Unit 1.5 What makes some places sacred? **Strand: Expressing** *Exploring churches and synagogues*	Unit 1.6 How and why do we celebrate sacred times? **Strand: Expressing** *Judaism and the celebration of Shabbat*	Unit 1.8 How should we care for others and the world, and why does it matter? **Strand: Living** *Christianity and Islam*	
Year 3	Unit L2.1 What do different people believe about God? **Strand: Believing** *Belief in Gods from the Christian, Hindu and Muslim faiths* *Introduction to Humanism*		Unit L2.4 Why do people pray? **Strand: Expressing** *Different ways to pray for Hindus, Muslims and Christians*	Unit 2.5 Why are festivals important to religious communities? **Strand: Expressing** *Christian festivals of Easter and Pentecost*	Unit L2.7 What does it mean to be a Christian in Britain today? **Strand: Living** *Christianity*	Unit L2.8 What does it mean to be a Hindu in Britain today? **Strand: Living** *Hinduism*
Year 4	Unit L2.2 Why is the Bible important for Christians today? **Strand: Believing** *Christianity and the significance of the Bible*	Unit L2.3 Why is Jesus inspiring to some people? **Strand: Believing** *Christianity and the role Jesus plays*	Unit L2.6 Why do some people think that life is a journey? What significant experiences marks this? **Strand: Expressing** *Christian and Hindu ideas about life as a journey*	Unit 2.5 Why are festivals important to religious communities? **Strand: Expressing** *Religious festivals of Lent and Ramadan and Eid-ul-Fitr*	Unit L2.9 What can we learn from religions about deciding what is right and wrong? **Strand: Living** *Christianity and Islam*	
Year 5	Unit U2.1 Why do some people believe God exists? **Strand: Believing**	Unit U2.2 What would Jesus do? Can people live by the values of Jesus in the twenty-first century? **Strand: Believing** *Christianity*	Unit U2.4 If God is everywhere, why go to a place of worship? **Strand: Expressing** *Christian places of worship, including Anglican and Baptist churches, Jewish synagogues and The Western Wall, Jerusalem*		Unit U2.6 What does it mean to be a Muslim in Britain today? **Strand: Living** *Islam*	

	Introduction to being and atheist or an agnostic			
Year 6	Unit U2.3 What do religions say to us when life gets hard? **Strand: Believing** *Christian, Hindu and non-religious ideas about life after death*	Unit U2.5 Is it better to express your religion in arts and architecture or in charity and generosity? **Strand: Expressing** *Buildings and charities from different faiths, with a comparison activity looking at Christian and Muslim architecture and charity*	Unit U2.7 What matters most to Christians and Humanists? **Strand: Living** *Christian values and Humanist principles*	Unit U2.8 What difference does it make to believe in Ahimsa (harmlessness), Grace and Ummah (community)? **Strand: Living** *Focus on the religious belief and practices of grace in Christianity, Ahimsa in Hinduism and Ummah in Islam*