



# East Ravendale CE Primary School

## Religious Education Long Term Plan

Cycle A:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	<b>What makes me special?</b>	<b>Who is special to different people?</b>	<b>Which stories are special to different people?</b>	<b>How do different people celebrate their special times?</b>	<b>What places are special to different people?</b>	<b>If the world is special, how should we treat it?</b>
	<p style="text-align: center;"><u>Core Learning</u></p> <p>Children should know that there is only one me and that I am special. Children should be able to describe one thing that makes them special. Children should be able to articulate some similarities and differences between themselves and others. Children should be able to talk about the people who are familiar to them, e.g. family, local community.</p>	<p style="text-align: center;"><u>Core Learning</u></p> <p>Children should know that the word 'God' is special to some people, but not to all people. Children should be familiar with the words 'Christian', 'Jewish' and 'Hindu'. Children should know that Jesus is special to Christians. Children should know that Rama and Sita are special to Hindus. Children should know that God is special to Jewish people. Children should be able to talk about people who are special to them (e.g. family, friends, community). Children should be able to recognise that different people have different special people.</p>	<p style="text-align: center;"><u>Core Learning</u></p> <p>Children should know that the Bible is a special book to Christians. Children should know that the Qur'an is a special book to Muslims. Children should know that some stories can help people know how to live their lives. Children should be able to ask why different books and stories are special to different people.</p>	<p style="text-align: center;"><u>Core Learning</u></p> <p>Children should know that people celebrate special times. Children should know that Christian people celebrate Easter. Children should know that Sikh people celebrate Vaisakhi. Children should know that we can use different types of information to find out about how people celebrate. Children should be able to talk about the different ways in which people celebrate.</p>	<p style="text-align: center;"><u>Core Learning</u></p> <p>Children should know that some places and things are special to some people. Children should know [delete as appropriate] that churches / chapels / cathedrals are special places to Christians; mandirs are special places to Hindus; synagogues are special places to Jewish people; mosques are special places to Muslims; gurdwaras are special places to Sikhs. Children should know that we can use different types of information to find out about special places and things. Children should be able to talk about the similarities and differences between special places and</p>	<p style="text-align: center;"><u>Core Learning</u></p> <p>Children should know that we can use different types of information to find out about why people think the natural world is special. Children should be able to talk about the similarities and differences between the Christian and Muslim creation stories. Children should be able to talk about different ways in which people can show care and respect for the natural world.</p>

					things, including those within the same religious worldview.	
	Key Vocabulary: Community Family Religion Special World	Key Vocabulary: Christian God Hindu Jewish Special	Key Vocabulary: Bible Christian Muslim Qur'an	Key Vocabulary: Christian Easter Jesus Sikh Vaisakhi	Key Vocabulary: Church Chapel Cathedral Gurdwara Mandir Mosque Synagogue	Key Vocabulary: Allah Bible Creation God Qur'an
Y1/2	<b>Who is God to Christians and why does he matter to them?</b>	<b>Why is it important to say thank you?</b>	<b>Who is Allah and why is he important to Muslims?</b>	<b>Is it possible to speak to God?</b>	<b>What is my view of the world?</b>	<b>Is there a right way to worship?</b>
	<u>Core Learning</u> Christians believe in one God who created the world. The Bible is a key source of authority for Christians. The Bible is a collection of books written at different times and in response to different situations. Different Christians live out their beliefs differently.	<u>Core Learning</u> Christians say thank you to God during Harvest Festival. Jewish people believe in one God who created the world and who has a special relationship with them. Jewish people say thank you to God during the festival of Sukkot. Context affects the ways in which people say thank you.	<u>Core Learning</u> Muslims believe in the oneness of Allah (God) who created the world in harmony. The Prophet Muhammad is a key source of authority for Muslims. He lived in the Arabian Peninsula a long time ago. The Qur'an is a key source of authority for Muslims.	<u>Core Learning</u> Communication is the act of giving, sharing or receiving information. Some religious people talk about prayer as a way of communicating with God. Some religious people say that prayer is helpful. Different people pray in different ways. Muslims pray at the mosque, at home and in other places. The Muslim experience of praying is affected by context (e.g. age, gender, place).	<u>Core Learning</u> A worldview is a way of being in and understanding the world. Everyone has a worldview - no-one stands nowhere. Our worldviews are influenced by context. Some people share their worldview with others.	<u>Core Learning</u> Some people worship in groups, other people worship on their own. Worship can be aimed at God (Allah) or something else. Context can affect how people worship on their own or together.
	Key Vocabulary: Bible Christian Church Creation Cross God	Key Vocabulary: Gratitude Harvest Katiakatanga Māori Prayer Stewardship	Key Vocabulary: 99 Names Allah Arabic Creation God Harmony	Key Vocabulary: Allah Christian Church Communication Context Jewish	Key Vocabulary: Context Diversity Individual worldview Organised worldview Personal worldview Worldview	Key Vocabulary: Context Diversity God (Allah) Individual worldview Organised worldview Reason

	Stewardship	Sukkot Thankfulness Tikkun Olam	Mosque Muslim Prophet Muhammad Qur'an Special	Gurdwara Makkah Mosque Muslim Prayer Prophet Muhammad Sikh Synagogue Waheguru Wudu		Worship Worthy
Y3/4	<b>What is my duty and how do I know? (Part 1)</b>	<b>What is my duty and how do I know? (Part 2)</b>	<b>What is Good Life? (Non-religious Worldviews)</b>	<b>What is a Good Life? (Christian Worldviews)</b>	<b>Do Christians have to believe in God as Trinity? (Part 1)</b>	<b>Do Christians have to believe in God as Trinity? (Part 2)</b>
	<p><u>Core Learning</u> Sikhs follow Sikhi and believe in Waheguru (satguru). Sikhs aspire to become gurmukh (God-centred). The teachings of the gurus, including the Guru Granth Sahib, help Sikhs achieve gurmukh. Sikhs can fulfil their duty through treating everyone as equal and performing sewa. Sikhs can fulfil their duty in a variety of ways; this will be affected by context.</p>	<p><u>Core Learning</u> A Hindu worldview is based on a belief in Brahman, the ultimate reality or life force. The atman (soul) is the bit of Brahman in every living thing that gives it its life. The atman is on an ongoing cycle of birth, life, death and reincarnation called samsara. The goal of the atman is to achieve freedom (moksha) from samsara. The atman achieves moksha by carrying out actions (karma) that help it fulfil its duty (dharma). The ways in which a Hindu will fulfil their dharma will depend on context.</p>	<p><u>Core Learning</u> A worldview can be both religious and non-religious. One example of a non-religious worldview is Humanism. Humanists base their understanding of right and wrong on reason and compassion. The way in which a Humanist understands 'good' will be influenced by their context.</p>	<p><u>Core Learning</u> A worldview can be both religious and non-religious. One example of a religious worldview is Christianity. Christians base their understanding of right and wrong on their beliefs about God, the Bible and the teachings and traditions of the Church. The way in which a Christian understands 'good' will be influenced by their context.</p>	<p><u>Core Learning</u> Christians believe in one God. Most Christians understand God to be a Trinity. Most Christians describe the Trinity as 'Father', 'Son' and 'Holy Spirit'. We can find out more about Christian beliefs about God from their sources of authority, including the Bible and the Nicene Creed.</p>	<p><u>Core Learning</u> Some Christians do not believe that they have to understand God as a Trinity. Quakerism (the Society of Friends) is a denomination of Christianity. Not all Quakers understand God to be a Trinity.</p>
	Key Vocabulary: Duty Equality	Key Vocabulary: Brahma Brahman / atman	Key Vocabulary: Civil Rights Context	Key Vocabulary: Authority Bible	Key Vocabulary: Authority Creed	Key Vocabulary: Denomination Leading

	Gurdwara Gurmukh Guru Guru Granth Sahib Manmukh Mool Mantar Sewa Sikhi Waheguru	Context Dharma Karma Liberation Moksha Samsara Shiva Trimurti Vishnu	Duty Ethics Good Humanist Reason Segregation	Catholic Franciscan Golden Rule Monastic Saint Source of Authority	Father Holy Spirit Nicene Son Trinity	Ministry Quaker Social Action Trinity
Y5/6	<b>Does Creativity Matter? (Music)</b>	<b>Does Creativity Matter? (Art)</b>	<b>Do people always put their beliefs into action? (Christian Worldviews)</b>	<b>Do people always put their beliefs into action? (Muslim Worldviews)</b>	<b>Are all people equal? (Part 1)</b>	<b>Are all people equal? (Part 2)</b>
	<u>Core Learning</u> Religious worldviews have stories and texts that talk about the origins of the universe; these are often called creation stories. Human beings are able to express their beliefs, values, ways of living and thoughts through creativity. Some religious people express themselves through music. Some religious people feel that music can be a distraction.	<u>Core Learning</u> Human beings are able to express their beliefs, values, ways of living and thoughts through creativity. Some religious people express themselves through art. Some religious people feel that God and important people in their worldviews should not be depicted visually.	<u>Core Learning</u> Many Christians believe that all people are made in image of God and so everyone should be treated with dignity and respect. The Bible contains texts that refer to equality, justice and injustice, including slavery. Being Christian is influenced by context. Many global majority heritage (GMH) Christians experience discrimination.	<u>Core Learning</u> Migration is the movement of people around the world; this can take place for different reasons. Seeking refuge is when a person looks for a place of safety when their own home is no longer safe. Muslim sources of authority help Muslim understand justice and injustice. The Ummah is the global community of Muslims. Many Muslims, particularly in the global north, experience Islamophobia. Context shapes Muslim responses to injustice.	<u>Core Learning</u> Waheguru is the Eternal Guru—Satguru (the 'true guru') is another name for Waheguru. Sikhi is the path of active learning from the Guru. Gurmukh is achieving union with satguru. Sikh people believe that all people can achieve gurmukh because all people are equal. Some of the Sikh gurus strongly promoted Equality.	<u>Core Learning</u> Equity means giving people what they need to make things fair and just. Everyone has the right to freedom of religion or belief. Collective worship that is Christian in nature is a legal requirement in all schools in England and Wales. Collective worship is not the same thing as corporate worship. Religious and non-religious people can be Spiritual.
	Key Vocabulary: Adhan Belonging Communication Creation Creativity	Key Vocabulary: Ancient Atheist Calligraphy Creation Creativity	Key Vocabulary: Black theology Dignity Equality Equity Hermeneutics	Key Vocabulary: Allah Community Discrimination Hadith Hijrah	Key Vocabulary: Dastar Equality Gurdwara Gurmukh Khalsa	Key Vocabulary: Belief Freedom Justice Religion Right

	Genre Guru Granth Sahib Identity Halal Haram Kirtan Klezmer Shabad	Empire Hasidic Humanist Incarnation Jesus Non-Religious Purpose	Image of God Injustice Justice Racism Respect Right Segregation Slavery	Islamophobia Migration Prophet Qur'an Refugee Slavery Ummah	Langar Sewa Sikhi Waheguru	Worldview Worship
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Cycle B:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<b>What makes me special?</b>	<b>Who is special to different people?</b>	<b>Which stories are special to different people?</b>	<b>How do different people celebrate their special times?</b>	<b>What places are special to different people?</b>	<b>If the world is special, how should we treat it?</b>
	<p><u>Core Learning</u> Children should know that there is only one me and that I am special. Children should be able to describe one thing that makes them special. Children should be able to articulate some similarities and differences between themselves and others. Children should be able to talk about the people who are familiar to them, e.g. family, local community.</p>	<p><u>Core Learning</u> Children should know that the word 'God' is special to some people, but not to all people. Children should be familiar with the words 'Christian', 'Jewish' and 'Hindu'. Children should know that Jesus is special to Christians. Children should know that Rama and Sita are special to Hindus. Children should know that God is special to Jewish people. Children should be able to talk about people who are special to them (e.g. family, friends, community). Children should be able to recognise that</p>	<p><u>Core Learning</u> Children should know that the Bible is a special book to Christians. Children should know that the Qur'an is a special book to Muslims. Children should know that some stories can help people know how to live their lives. Children should be able to ask why different books and stories are special to different people.</p>	<p><u>Core Learning</u> Children should know that people celebrate special times. Children should know that Christian people celebrate Easter. Children should know that Sikh people celebrate Vaisakhi. Children should know that we can use different types of information to find out about how people celebrate. Children should be able to talk about the different ways in which people celebrate.</p>	<p><u>Core Learning</u> Children should know that some places and things are special to some people. Children should know [delete as appropriate] that churches / chapels / cathedrals are special places to Christians; mandirs are special places to Hindus; synagogues are special places to Jewish people; mosques are special places to Muslims; gurdwaras are special places to Sikhs. Children should know that we can use different types of information to find out about special places and things. Children should be able to talk about the</p>	<p><u>Core Learning</u> Children should know that we can use different types of information to find out about why people think the natural world is special. Children should be able to talk about the similarities and differences between the Christian and Muslim creation stories. Children should be able to talk about different ways in which people can show care and respect for the natural world.</p>

		different people have different special people.			similarities and differences between special places and things, including those within the same religious worldview.	
	Key Vocabulary: Community Family Religion Special World	Key Vocabulary: Christian God Hindu Jewish Special	Key Vocabulary: Bible Christian Muslim Qur'an	Key Vocabulary: Christian Easter Jesus Sikh Vaisakhi	Key Vocabulary: Church Chapel Cathedral Gurdwara Mandir Mosque Synagogue	Key Vocabulary: Allah Bible Creation God Qur'an
Y1/2	<b>What is being human? (Part 1)</b>	<b>What is being human? (Part 2)</b>	<b>Case Study: Christian Worldviews.</b>	<b>Case Study: Muslim and Sikh Worldviews.</b>	<b>How do people welcome a new person to their community? (Part 1)</b>	<b>How do people welcome a new person to their community? (Part 2)</b>
	<p><u>Core Learning</u> The Bible is a key source of authority for Christians. The book of Genesis contains a story about why the world exists and what human beings are. Many Christians believe that humans are made in the image of God. Many Christians believe that humans have a special place and responsibility in the world.</p>	<p><u>Core Learning</u> There are certain characteristics that human beings share and ways in which they are Different. It is important to read important stories to understand more about what people believe. <i>Muslim Worldviews:</i> The Prophet Muhammad and the Qur'an are important sources of authority for Muslims. The Qur'an contains teachings about why the world exists and what human beings are. Muslims believe that humans were created to submit to God (Allah), to be in harmony with</p>	<p><u>Core Learning</u> The Bible teaches Christians that all human beings are made in the image of God and that they should treat everyone with dignity and respect. The Good Samaritan is a story told by Jesus to show how to treat other people. John Wesley was a Christian man from Wisbech who was inspired by his Christian beliefs to try to make sure everyone received fair treatment. Other Christians are inspired by Christian stories to treat people with dignity and respect.</p>	<p><u>Core Learning</u> Being a good leader involves showing particular qualities and characteristics. <i>Muslim worldviews:</i> Onjali Q. Raúf is an award-winning children's author and activist. Onjali Q. Raúf is inspired by her Muslim beliefs to provide help and support for refugees. <i>Sikh worldviews:</i> Sir Rabinder Singh is a King's Counsel and the first Sikh to be made a High Court judge in the UK. Sir Rabinder Singh works to ensure that all people have equal access to justice.</p>	<p><u>Core Learning</u> Welcoming someone is an important part of helping them belong to a community. Religious and non-religious people have ways of welcoming a new baby into the world. People's ways of welcoming a new baby into the world are influenced by their worldview and their context. Some Christians welcome new babies into their community through baptism or a dedication ceremony. Baptism can look different in different contexts.</p>	<p><u>Core Learning</u> Religious and non-religious people have ways of welcoming a new person into their community. People's ways of welcoming a new person into their community are influenced by their worldview and their context. Some Christians choose to leave their family and community to dedicate their lives to God by becoming a monk (male) or a nun (female). There are special ceremonies that take place when a Christian chooses to become a monk or a nun.</p>

		<p>creation and to be khalifa.</p> <p><i>Sikh Worldviews:</i> Sikhi is a religious worldview that is rooted in a belief in Waheguru (one Eternal Guru). The Gurus, including the Guru Granth Sahib, are important sources of authority for Sikhs. Sikhs believe that all humans are equal.</p>			<p>Some non-religious people welcome new babies into their community through a naming ceremony. Naming ceremonies can look different in different contexts</p>	<p>Some people who are not born into a Muslim family or community choose to become a Muslim. Becoming a Muslim involves learning about Allah, the Qur'an and the Prophets. Becoming a Muslim involves saying the Shahadah in front of two Muslim witnesses.</p>
	<p>Key Vocabulary: Bible Creation God Human Image of God Methodist Purpose Orthodox Unique</p>	<p>Key Vocabulary: Allah Equality Guru Guru Granth Sahib Harmony Human Khalifa Prophet Muhammad Qur'an Sikh Waheguru</p>	<p>Key Vocabulary: Abolition Christian Dignity Emancipation Equality Freedom Image of God Methodism Parable Respect Slavery</p>	<p>Key Vocabulary: Community Equality Granthi Gurdwara Hadith Harmony Imam Justice Khalifa Leader Mosque Muslim Sikh</p>	<p>Key Vocabulary: Baptism Celebration Context Dedication Hindu Humanism Naming Ceremony Non-Religious Rakhi Raksha Bandhan Ritual Welcome Worldview</p>	<p>Key Vocabulary: Baptist Believer's Baptism Belonging Convent Monastery Monk Nun Ritual Philosophy / Philosopher Shahadah Welcome</p>
Y3/4	<b>What is religion? What is spirituality?</b>	<b>Are all homes spiritual places?</b>	<b>Can spirituality make things better? (Non-religious Worldviews)</b>	<b>Can spirituality make things better? (Religious Worldviews)</b>	<b>How do people express their spirituality together? (Part 1)</b>	<b>How do people express their spirituality together? (Part 2)</b>
	<p><u>Core Learning</u> Everyone has (or occupies) a worldview, whether they are religious or not. 'Worldview' describes the way in which a person encounters, interprets, understands and engages with the world.</p>	<p><u>Core Learning</u> Both religious and non-religious people can be spiritual. Spirituality can be expressed in a number of different ways. The way in which a person expresses their spirituality is affected by context.</p>	<p><u>Core Learning</u> Being connected to the natural world is important to human physical and mental health. Non-religious people can be spiritual. Humanism is an example of a non-religious worldview.</p>	<p><u>Core Learning</u> Spirituality involves developing a deeper and richer sense of yourself, others, the world and God (the Beyond). Religious people can be spiritual. Interfaith organisations support religious people to develop their Spirituality.</p>	<p><u>Core Learning</u> Religious people can be spiritual. Many Hindus and Muslims believe it is important to go on pilgrimage. Pilgrimage is one way in which Hindus and Muslims can grow Spiritually.</p>	<p><u>Core Learning</u> Many Christians believe it is important to go on pilgrimage. The Boston Pilgrims travelled from England to find religious and spiritual freedom. Pilgrimage is one way in which Christians can grow spiritually.</p>

	Worldviews can change over time and are affected by context; they can be 'organised' (e.g. Christianity, Humanism, Sikhi) or 'individual'. There are different ways in which we can understand the words 'religion' and 'spirituality'.		Caring for the natural world is one way in which non-religious people can grow Spiritually.	Interfaith organisations can contribute to making the world a better place.	Going on pilgrimage has an impact on the natural world.	
	Key Vocabulary: Meditation Naam Japo Prayer Religion / Non-Religion Spirituality Worldview	Key Vocabulary: Buddhist Church Enlightenment Kosher Mandir Meditation Mezuzah Mindfulness Prayer Religion Sacred Shabbat Shrine Spirituality Worldview	Key Vocabulary: Atheist Climate Environment Humanism Natural World Non-religious Philosopher Spirituality Supernatural Survey	Key Vocabulary: Anti-Semitism Belonging Covenant Discrimination Interfaith Mitzvah Social Action Spirituality Tikkun Olam	Key Vocabulary: Ahimsa Environment Ganges / Ganga Hajj Hindu Journey Kumbh Mela Makkah Pilgrimage River Spirituality	Key Vocabulary: Boston Catholic Church of England Colonisation Indigenous Pilgrimage Pilgrim Fathers Protestant Reformation Puritan Spirituality Thanksgiving
Y5/6	<b>Do religious worldviews change over time? (Part 1)</b>	<b>Do religious worldviews change over time? (Part 2)</b>	<b>Is technology a good thing for religious worldviews? (Part 1)</b>	<b>Is technology a good thing for religious worldviews? (Part 2)</b>	<b>What is my view of the world?</b>	<b>Does religion matter?</b>
	<u>Core Learning</u> The Protestant Reformation happened across Europe in the sixteenth century. Many people in England were either Protestant or Catholic Christians at that time.	<u>Core Learning</u> There are different denominations of Christian worldviews. The experience of Christian women can be different depending on context. Women were first ordained as priests in	<u>Core Learning</u> Religious people have used different technology throughout history. The first printed text was produced in China around 868CE. Johannes Gutenberg was the first person in Europe to develop a	<u>Core Learning</u> Religious people have utilised technology in a range of ways throughout history. Technology is used by religious people for travel, communication and helping others. Using technology raises some important ethical	<u>Core Learning</u> Everyone has (or occupies) a worldview - no-one is neutral. Worldviews can be religious or non-religious Worldviews can be 'organised' (e.g. Christianity, Humanism, Islam) or 'individual'.	<u>Core Learning</u> Everyone has (or occupies) a worldview, whether they are religious or not. There are different ways in which we can understand the word 'religion'.

	<p>The Church of England was founded during this time by King Henry VIII. Anne Askew was a Protestant Christian. Many Protestant Christians questioned the teachings and traditions of the Catholic Church. Some Protestant Christians were tortured and executed at this time for questioning Catholic teachings, including Anne Askew. It was not easy being female in Tudor society; many women experienced sexism.</p>	<p>the Church of England in 1994 and as bishops in 2015. Not all Church of England Christians believe that women should be priests or bishops. Some Christian women today experience Sexism.</p>	<p>printing press in the 1440s. William Tyndale was one of the first people to translate the Bible into English. The printing press is closely linked to the Protestant Reformation in Europe. The use of printing technology by Christians led to both good and bad things.</p>	<p>questions for some religious people.</p>	<p>Worldviews can change over time and be messy and complex. Being curious about worldviews can help us live well together, even when we disagree with each other. Learning the right sorts of questions to ask and the appropriate tools / skills to help us answer those questions can help us understand each other's worldviews better.</p>	<p>Religious worldviews are affected by context, including time, place, culture, etc. Religious and non-religious worldviews can contribute positively and negatively to the World.</p>
	<p>Key Vocabulary:            Authority            Bible            Catholic            Context            Eucharist            Faith            Heresy            Interpretation            Mass            Power            Protestant            Reformation            Sexism            Thesis (Theses)            Truth</p>	<p>Key Vocabulary:            Abolition            Bishop            Catholic            Church of England            Denomination            Methodist            Minister            Ordination            Orthodox            Presbyterian            Priest            Protestant            Quaker            Sexism            Suffrage</p>	<p>Key Vocabulary:            Catholic            Great Commission            Printing press            Protestant            Technology</p>	<p>Key Vocabulary:            AI            Anglican            Catholic            Communication            Ethics            Harmony            Mission            Mormon            Orthodox            Service            Sewa            Shabbat            Social Media            Technology            Ummah            Zakat</p>	<p>Key Vocabulary:            Agnostic            Ashoka            Atheist            Buddha / Buddhist / Zen            Buddhist            Dhammapada            Koan            Organised Worldview            Siddhartha Gautama            Theist            Worldview</p>	<p>Key Vocabulary:            Census            Culture            Religion            Social Action            Spirituality            Sport            Worldview</p>