



Holy Trinity CE (C) Primary School RE Long Term Plan 2017-2020

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery/Reception A	<p>Me and my family</p> <p>GOD/CREATION UC F1: Why is the word 'God' so important to Christians?</p>	<p>Puddles and the Christmas Play.</p> <p>AS: 1.1b Explore stories about the lives and teachings of key religious figures.</p>	<p>A wedding day wish for Puddles</p> <p>AS: 1.3b Identify symbolic actions, gestures and rituals and talk about how they are used as part of worship and ceremonies</p>	<p>SALVATION UC: F3 Why do Christians put a cross in an Easter garden?</p> <p>Easter</p>	<p>The Tiny Ants</p> <p>AS: 1.5a Ask and respond imaginatively to questions about things that are interesting or puzzling in the world.</p>	
Nursery/Reception B	<p>A Wet and Windy Harvest for Puddles</p> <p>AS: 1.4b Identify and ask questions about customs associated</p>	<p>Christmas</p> <p>INCARNATION UC F2: Why do Christians perform nativity plays at Christmas?</p>	<p>Puddles and the Happy Easter Day</p> <p>AS: 1.1 Find out about ways in which sacred texts are regarded, read and handled by believers.</p>		<p>Puddles lends a paw</p> <p>AS: 1.1b Explore stories about the lives and teachings of key religious figures.</p>	

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	with particular religious communities					
Class 2 (Year 1)	GOD UC: 1.1 What do Christians believe God is like?	What are festivals and why do we have them? AS: 1.2b Explore the preparations for and find out about the celebration of festivals Entrust planning (Spring)	What do Muslims believe? An exploration of the big ideas and concepts that lie at the heart of the Islamic faith. (Look at Diocese of Lichfield Exemplar planning).	SALVATION UC: 1.5 Why does Easter matter to Christians? (Core Learning)	AS 1.1a Engage with stories and extracts from religious literature and talk about their meanings. (Look at Entrust planning)	AS: 1.2a Worship Find out about how and when people worship and ask questions about why this is important to believers. (Look at Entrust planning - link to Christianity and Islam)
Class 3 (Year 2)	CREATION UC: 1.2 Who made the world?	INCARNATION UC: 1.3 Why does Christmas matter to	AS: 1.3b Worship and ceremonies Identify symbolic actions, gestures	SALVATION UC 1.5 Why does Easter	GOSPEL UC: 1.4 What is the Good News that	AS: 1.5c Storytelling through sacred

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		<p>Christians?</p>	<p>and rituals and talk about how they are used as part of worship and ceremonies. (Links to Islam - look at Entrust planning). / AS: 1.2c Belonging to a group Identify the importance for some people of belonging to a religion and recognize the difference this makes to their lives. (Links to Islam - look at Entrust planning).</p>	<p>matter to Christians? (Digging Deeper).</p>	<p>Jesus brings?</p>	<p>writings Explore a range of stories and extracts from sacred writings and talk about the meaning they have for believers. (Look at Entrust planning)/ AS: 1.6a Showing kindness and goodness Reflect and respond to stories highlighting the morals and values of believers in</p>
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						practice - Islam.
Class 4 (Year 3/4) A	GOSPEL UC: 2a.4 What kind of world did Jesus want?	AS: Sharing food in Religious Festivals Investigate some features of key religious festivals and celebrations and identify similarities and differences. (Look at Entrust planning Year 3 Spring 2)	AS: 2.6c Commitment: Lent Engage with a variety of people about their beliefs and values and ask questions about the way commitment affects their lives. (Look at Entrust planning Year 4)	CREATION/ FALL UC: 2b.2 Creation and Science: conflicting or contemporary?	KINGDOM OF GOD UC:2a.6 When Jesus left, what was the impact of Pentecost?	GOD UC: 2b.1 What does it mean if God is holy and loving?
Class 4 (Year 3/4) and Class 5 (Year 4/5) B	PEOPLE OF GOD UC: 2a.2 What is it like to follow God? Class 5 to complete digging	KINGDOM OF GOD UC: 2b.8 What kind of King is Jesus? Class 5 to complete digging deeper	AS: 2.3c Symbols of worship Compare and contrast the use of symbols, actions and gestures used in worship by different communities. (Look at Entrust	SALVATION UC: 2b.6 What does Jesus do to save human beings? Class 5 to complete digging	INCARNATION /GOD UC: 2a.3 What is the trinity? Class 5 to complete digging deeper	Holy buildings Islam: The Mosque AS: Practices and ways of life 2.2b Values and

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	deeper.		<p>planning - link to Islam/Christianity/Hinduism).</p> <p>Class 5 - AS 2.5b</p> <p>Easter: Suffering and Hardship</p> <p>Investigate and reflect on a range of religious responses to suffering, hardship and death. (Look at Entrust planning - Y5 SP2)</p>	deeper		<p>commitments 2.6b.</p> <p>Look at big question planning.</p>
Class 5 (Year 4/5) C	<p>CREATION</p> <p>UC: 2a.1</p> <p>What do Christians learn from the Creation story?</p>	<p>INCARNATION</p> <p>UC: 2b.4</p> <p>Was Jesus the Messiah?</p>	<p>AS: 2.4c</p> <p>Study of a chosen religion.</p> <p>Research some key events in the development of a religious tradition and explain the impact on believers today.</p> <p>Link to Hinduism/Islam.</p> <p>Look at Entrust</p>	<p>SALVATION</p> <p>2a.5</p> <p>Why do Christians call the day Jesus died 'Good Friday'?</p>	<p>AS: 2.1a Wise Words</p> <p>Explore the origins of sacred writings and consider their importance for believers today.</p> <p>(Look at Entrust planning)</p>	<p>PEOPLE OF GOD</p> <p>UC: 2b.3</p> <p>How can following God bring freedom and justice?</p>

			planning.			
Class 6 (Year 6)	GOSPEL UC: 2b.5 What would Jesus do?	AS: 2.4b Taking part Find out about the activities of a local religious community and make links with key religious teachings. Link to Islam/Christianity/Hinduism. Look at Entrust planning. Link to Judaism to link with WW2.	CREATION/FALL UC: 2b.2 Creation and Science: conflicting or complementary? Digging deeper.	SALVATION UC 2b.7 What difference does the resurrection make for Christians?	AS: 2.5a The importance of hope Raise questions about issues which cause people to wonder and investigate some answers to be found in religious writings and teachings. (Look at Entrust planning)	AS: 2.5c Justice - rich and poor Investigate stories about God's relationship with people and suggest how, for some people, this helps them to make sense of life Link to Islam/Hinduism. (Look at Entrust planning)

Class 4 start on A.

Class 5 start on C.

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