A logo with a bird and text

Description automatically generated**RE Long Term Planning**

(Based on The Lincolnshire Agreed Syllabus for RE [Lincolnshire Locally Agreed Syllabus - Diocese of Lincoln Board of Education (lincolndiocesaneducation.com)](https://www.lincolndiocesaneducation.com/page/?title=Lincolnshire+Locally+Agreed+Syllabus&pid=30))

Our RE curriculum follows the agreed syllabus. Some elements are considered **Core**, some are **Compulsory** and some units were selected from **Additional** units.

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| **EYFS** | Autumn 1 | Autumn 2 | Spring 3 | Spring 4 | Sumer 5 | Summer 6 |
|  | God/Creation  F1 (core)  Why is the word God so important to Christians? | Incarnation  F2 (core)  Why do Christians perform Nativity plays at Christmas? | Salvation  F3 (core)  Why do Christians put a cross in an Easter garden? | | Additional Unit Our Special Books | Additional Unit Our Special Places |
| **KS1** | Autumn 1  (Oct) | Autumn 2  (Dec) | Spring 3  (Feb) | Spring 4  (April) | Summer 5  (June) | Summer 6  (July) |
| Cycle A | Additional unit  Thankfulness- Harvest and Sukkot  To understand what being thankful means to communities including faith communities with a focus on the celebration of harvest time. | Incarnation  UC1.3 (core)  Why does Christmas matter to Christians?  To learn the nativity story and about its importance to Christians. To learn about the Gospels and how they tell the stories of Jesus’ life. | Compulsory unit  Being Human – Islam  Faith in everyday life)  To learn about what the Qur’an says about how Muslims should treat others and live their lives. | Salvation  UC1.5 (core)  Why does Easter matter to Christians?  To learn about how Easter is very important to Christians as part of the ‘big story’ of the Bible and that Jesus rose to give Christians hope of a new life. | Compulsory unit  Life Journey – Islam  (Beginning and belonging)  To learn about how Muslims celebrate birth and why it is important to belong to a community. | Additional unit  Jewish Worldview  To learn about the Jewish holy text and place of worship and some key festivals and their associated stories and beliefs. |
| Cycle B | Creation  UC 1.2 (core)  Who do Christians believe made the world?  To learn the Genesis creation story and how Christians believe God gave humans responsibility for caring for the world. | | Compulsory unit  God – Islam  What do people believe about God? (story)  To develop some understanding of what Muslims learn about Allah and their faith through the Qur’an. | Compulsory unit  Community – Islam – Worship and celebration  To learn about how Muslims express their beliefs and how their key beliefs are associated with their celebrations. | God  UC1.1 (core) what do Christians believe God is like?  To learn that Christians find out about God in the bible and that they show their beliefs in the way they worship and in the way they live their lives. | Additional unit  Places of worship  To learn about key objects, features or symbols and what they tell us about beliefs and how they are used in practice. |

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| **LKS2** | Autumn 1  (Oct) | Autumn 2  (Dec) | Spring 3  (Feb) | Spring 4  (April) | Summer 5  (June) | Summer 6  (July) |
| Cycle A | Compulsory unit  God – Hinduism / Islam  (Story and symbol)  To learn about deities and key figures are described in Hindu sacred texts and stories. To learn about the main purposes of visual symbols in a Mandir and Mosque. To learn what the main concepts in Islam reveal about the nature of Allah. | | Salvation  UC2a.5 (core)  Why do Christians call the day Jesus died ‘Good Friday’  To learn about the events of Holy Week and why Christians celebrate it and how they show their beliefs. | | God / Incarnation  UC 2a.3 (core)  What is the Trinity?  To learn that Christians believe God is Trinity: Father, Son and Holy Spirit and how they show their beliefs about God the Trinity in worship. | Additional unit  Jewish Worldview  To learn about key beliefs and how these link to the covernant |
| Cycle B | Compulsory unit  Community Hinduism / Islam  (Community expression – Ways in which worship and celebration engage with / affect the natural world.  To learn how worship and celebration help Hindus and Muslims to find a sense of community and compare/ contrast the two religions. | | Creation  UC2a.1 (core)  What do Christians learn from the creation story?  To learn about the creation story according to Christians and why they believe all of God’s creations are special. | | Gospel UC2a.4 (core)  What kind of world would Jesus want?  To learn about what Jesus taught and how Christians try to put his teaching into practice. | Additional Unit:  Pilgrimage  To understand what a pilgrimage is and the importance to peoples faith. |

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| **UKS2** | Autumn 1  (Oct) | Autumn 2  (Dec) | Spring 3  (Feb) | Spring 4  (March/April) | Summer 5  (May) | Summer 6  (July) |
| Cycle A | Compulsory unit  Being human – Hinduism / Islam  (Faith / belief in action)  To learn how Hindus and Muslims reflect their faith in the way they live and in their actions. | | Salvation  UC2b.7 (core)  What difference does the resurrection make for Christians?  To learn about why Christians believe the resurrection is so important in their faith. | Incarnation  UC2b.4 (core)  Was Jesus the Messiah?  To learn what Christians believe God’s plan in terms of the birth and death of Jesus, as the Messiah and what difference it might makes their lives. | Additional unit  Sikhi Worldview  To learn about the key beliefs/concepts in Sikhism and how Sikhs practice these beliefs. | |
| Cycle B | Compulsory unit  Life journey –Hinduism / Islam  (Expression of belonging)  Rites of passage –include other religions e.g. Bar Mitzvah  Confirmation  To learn how the Hindu and Islam religions provide followers with a sense of identity, community and belonging. | | Creation  UC2b.2 (core)  Creation and Science: Conflicting or Complimentary  To explore how many Christians find science and faith go together. | Additional unit  Buddhism Worldview  To learn about the key beliefs/concepts in Buddhism and how Buddhist practice these connect to their beliefs (i.e. the eightfold path). | Gospel  UC2b.5 (core)  What would Jesus do?  To learn how Christians use stories from the Bible such as parables to influence their actions. | | |