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|  | **DANEGROVE PRIMARY SCHOOL RE LONG TERM RE PLAN 2020-2021** | | | | | | | | | | | |
|  | **KS 1 – AUTUMN TERM** | | | | | | | | | | | |
|  | **FS**  Each unit may go over the whole term but extra unites available if needed  (SDU)  Visit: St Mary’s Church | | | | **Year 1**  Each unit may go over the whole term but extra unites available if needed  (SDU)  Visit: St Mary’s Church | | | | **Year 2**  Each unit may go over the whole term but extra unites available if needed (SDU)  Visit: St Mary’s Church compare with Barnet Brookside Methodist Church | | | |
|  | AUT 1 | | ATU 2 | | AUT 1 | | ATU 2 | | AUT 1 | | ATU 2 | |
| Curriculum | **Myself**  **Birth customs/Why was my name chosen** | | Birthdays  Seasonal events/celebrations | | Symbols  What symbols do we use in everyday life?  Why do we use symbols?  BELIEFS  What do people believe about the natural world? (Harvest/Sukkot)  How do these beliefs affect the care for our world? | | Special times  What events do we celebrate?  What religious festivals are celebrated? | | Symbols  What symbols do religions use and why?  How and why symbols express religious meaning?  BELIEFS  What do people believe about the natural world? (Harvest/Sukkot)  How do these beliefs affect the care for our world? | | Special times  Why and how do we celebrate religious festivals?  What are the similarities and differences between the celebrations of festivals?  BELIEFS  (Harvest) What do people believe about the natural world?  How do these beliefs affect the care for our world? | |
|  | **Whole school unit-Harvest and saying thank you, Remembrance day, Diwali and Christmas** | | | | | | | | | | | |
| **KS 2 – AUTUMN TERM** | | | | | | | | | | | | |
|  | **Year 3**  Each unit may go over the whole term but extra unites available if needed (SDU)  Visit: local synagogue | | | **Year 4**  Each unit may go over the whole term but extra unites available if needed (SDU)  Visit: Gurdwara | | | **Year 5**  Each unit may go over the whole term but extra unites available if needed (SDU)  Visit: Mosque | | | **Year 6**  Each unit may go over the whole term but extra unites available if needed (SDU)  Visit: Mandir | | |
|  | AUT 1 | ATU 2 | | AUT 1 | | ATU 2 | AUT 1 | ATU 2 | | AUT 1 | | ATU 2 |
|  | Symbols and religion expression  Re-cap Yr 1 ?s  In what ways do religions express religious meaning through symbolic objects  How and why are these symbols important in expressing religious meaning?  BELIEFS  What do people believe about the natural world? (Harvest/Islam)  How do these beliefs affect the care for our world? | Worship/Religion, family and the community, places of worship  What makes time and places special?  What how and why do we celebrate and commemorate?  What religious festivals are celebrated and why?  What places of worship are there in the area near the school, in Barnet and in the world?  How are beliefs and values expressed through worship? | | Symbols and religion expression  In what ways do religions express religious meaning through symbolic actions  How and why are these symbols important in expressing religious meaning? | | Worship/Religion, family and the community, places of worship  What occasions inspire and influence people?  What how and why do we celebrate and commemorate?  What makes time and places special?  Recap Yr 3 work on local places of worship.  What happens in those places of worship? | Symbols and religion expression  In what ways do religions express religious meaning through symbolic words  How and why are these symbols important in expressing religious meaning? | Worship/Religion, family and the community, places of worship  Worship  What religious festivals are celebrated and why?  How are beliefs and values expressed through worship?  How do local religious families and communities practice their faith, and what contributions do they make to local life? | | Symbols and religion expression  In what ways do religions express religious meaning through symbolic artistic expression and the arts?  How and why are symbols important in expressing religious meaning? | | Worship/Religion, family and the community, places of worship  Worship  How are beliefs and values expressed through worship  What makes time and places special?  Recap Yr 4 work on local religious communities.  What do the local individual places of worship teach us about those religions?  Does religion make a difference to our community? |

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|  | **KS1 – SPRING TERM** | | | | | | | | | | | | |
|  | **FS**  Each unit may go over the whole term but extra unites available if needed (SDU)  Visit: St Mary’s Church | | | | | **Year 1**  Each unit may go over the whole term but extra unites available if needed (SDU)  Visit: St Mary’s Church | | | | **Year 2**  Each unit may go over the whole term but extra unites available if needed (SDU)  Visit: St Mary’s Church compare with Barnet Brookside Methodist Church | | | |
|  | **SPR 1** | | **SPR 2** | | | **SPR 1** | | **SPR 2** | | **SPR 1** | | **SPR 2** | |
| Curriculum | Religions in our class and their special stories  (Share a story) | | **Belonging**  **What groups do you belong to** | | | **Stories and special books and words**  What is their special book and why?  What are the holy books associated with different faiths?  Why are they important to their communities and faith groups?  What stories do they contain? | | **Leaders and teachers special people**  How do people help us lead our lives?  Who do we admire and why?  What leaders are important in religion?  What special stories are there about these religious leaders  ?  **belonging** | | **Stories and special books and word**  **RE-cap Yr 1 work**  What are the holy books associated with different faiths?  Why are they important to their communities and faith groups?  What stories do they contain? | | **Leaders and teachers special people**  Who are the religious leaders from the faiths in our class?  What did they believe about God?  How did this affect the way they lived their lives?  What special stories are there about these religious leaders?  **Belonging** | |
|  | **Whole school unit- Big questions/Spirited Arts Competition and Easter( using RE today book Easter)** | | | | | | | | | | | | |
|  | **KS2 – SPRING TERM** | | | | | | | | | | | | |
|  | **Year 3**  Each unit may go over the whole term but extra unites available if needed (SDU)  Visit: local synagogue | | | **Year 4**  Each unit may go over the whole term but extra unites available if needed (SDU)  Visit: Gurdwara | | | | **Year 5**  Each unit may go over the whole term but extra unites available if needed (SDU)  Visit: Mosque | | | **Year 6**  Each unit may go over the whole term but extra unites available if needed (SDU)  Visit: Mandir | | |
|  | **SPR 1** | **SPR 2** | | | **SPR 1** | | **SPR 2** | **SPR 1** | **SPR 2** | | **SPR 1** | | **SPR 2** |
|  | **Teachers and Authority**  **(Sacred Texts)**  Favourite books and stories why do we value them?  What are the sacred texts and sources that inform religions?  What do these sacred texts and other sources say about God? | **Inspirational/**  **People of faith**  What people inspire us?  Why are these people inspirational?  Who do religious people regard as inspirational?  Why were their lives of such significance?  What did they do and why was it important?  How do people follow their example today?? | | | **Teachers and Authority**  **(Sacred Texts)**  **Recap Yr 3 work**  What are the sacred texts and sources that inform religions?  What do these sacred texts and other sources say about the world? | | **Inspirational/**  **People of faith**  What people inspire us?  Why are these people inspirational?  Who do religious people regard as inspirational?  Why were their lives of such significance?  What did they do and why was it important?  How do people follow their example today?? | **Teachers and Authority**  **(Sacred Texts)**  **Recap Yr 4 work**  What are the sacred texts and sources that inform religions?  What do these sacred texts and other sources say about:  **How do people think the world was made?** | **Inspirational/**  **People of faith**  What people inspire us?  Why are these people inspirational?  Who do religious people regard as inspirational?  Why were their lives of such significance?  What did they do and why was it important?  How do people follow their example today?? | | **Teachers and Authority**  **(Sacred Texts)**  **Recap Yr 5 work**  What are the sacred texts and sources that inform religions?  What do these sacred texts and other sources say about Human life | | **Inspirational/**  **People of faith**  What people inspire us?  Why are these people inspirational?  Who do religious people regard as inspirational?  Why were their lives of such significance?  What did they do and why was it important?  How do people follow their example today?? |

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| **KS1 – SUMMER TERM** | | | | | | | | | | | | |
|  | **FS**  Each unit may go over the whole term but extra unites available if needed (SDU)  Visit: St Mary’s Church | | | | **Year 1**  Each unit may go over the whole term but extra unites available if needed (SDU)  Visit: St Mary’s Church | | | | **Year 2**  Each unit may go over the whole term but extra unites available if needed (SDU)  Visit: St Mary’s Church compare with Barnet Brookside Methodist Church | | | |
|  | **SUM 1** | | **SUM 2** | | **SUM 1** | | **SUM 2** | | **SUM 1** | | **SUM 2** | |
| Curriculum | **Belonging**  **Special ceremonies in our home.** | | **Belonging to a religious community** | | **Special places in home and community**  **What makes a place special?**  **What makes a place feel special?** | | **Beliefs and believing**  What do people believe about God, humanity?  How do these  Why do we need rules?  Why is prayer important?  How do faith groups show their belief in God? | | **Special places in home and community**  **What are special places for religious people?**  **What happens in a place of worship?** | | **Beliefs and believing**  **Key beliefs and questions.**  What do people believe about God, humanity?  How do these beliefs affect the way we live our lives and care for our world?  What is the difference between right and wrong behaviour?  How do faith groups show their belief in God? | |
|  | School Developed Unit: Based on children interests/questions, festivals and special events | | | | | | | | | | | |
|  | **KS2 – SUMMER TERM** | | | | | | | | | | | |
|  | **Year 3**  Each unit may go over the whole term but extra unites available if needed (SDU)  Visit: local synagogue | | | **Year 4**  Each unit may go over the whole term but extra unites available if needed (SDU)  Visit: Gurdwara | | | **Year 5**  Each unit may go over the whole term but extra unites available if needed (SDU)  Visit: Mosque | | | **Year 6**  Each unit may go over the whole term but extra unites available if needed (SDU)  Visit: Mandir | | |
|  | SUM 1 | SUM 2 | | SUM 1 | | SUM 2 | SUM 1 | SUM 2 | | SUM 1 | | SUM 2 |
|  | **Pilgrimage and sacred places**  **What makes time and places special?**  **How religious families and communities practice their faith and the contributions they make to local life?** | Beliefs in action  How do religions and beliefs respond to global issues of the importance of the environment?  Key beliefs and questions  How do peoples’ beliefs affect the way they live their lives?  Rules- why do we need them?  What do religions say How we should look after the world?  What is the good life? | | Pilgrimage and sacred places  What places of worship are there in the area near the school, in Barnet and in the world? | | Beliefs in action  How do religions and beliefs respond to global issues of justice and fairness?  Key beliefs and questions  What do religions say About right and wrong?  What is the good life? | Pilgrimage and sacred places  What happens in local places of worship> What do the individual places of worship teach us about those religions? | Beliefs in action  How do religions and beliefs respond to global issues of social justice?  Key beliefs and questions  Recap Yr3 and Yr 4 work  How do beliefs about God, the world and others inform the choices individuals make in living their lives?  What do religions say: Truth and honesty  Forgiveness  What is the good life? | | Pilgrimage and sacred places  What are some of the wonders of the world today?  What and where are the sacred places associated with religion?  Locally? Nationally? Globally?  Why do millions of religious believers travel to sacred places?  What does the experience mean to them?  Does it change them and their attitude towards religion? | | Beliefs in action and in the religions around us  How do religions and beliefs respond to global issues of Human Rights  Key beliefs and questions  Recap Yr3 and Yr 4 work  How do beliefs about God, the world and others inform the choices individuals make in living their lives?  What do religions say How we should care for each other?  What is the good life? |