



# Trimley St. Mary - RF Lana Term, Plan



Religious Education	Trimley St Mary - RE Lang Term. Plan IIII			
	Autumn Term	Spring Term	Summer Term	
5,450				
<u>EYFS</u>	Who do you think you are?	Prickly Plants and Awesome Animals	Everyday Heroes - Who are the Everyday	
	Listen to our peers discussing special	Listen to our peers discussing special	Heroes in our community?	
	events with family and friends, including seasonal celebrations – Birthdays, Harvest	events with family and friends, including seasonal celebrations – New	Listen to our peers discussing special events with family and friends, including	
	Festival, Diwali, Halloween, Bonfire night	Year, Chinese Lunar New Year, St	seasonal celebrations –, St George's Day,	
	and Christmas/ New Year, Hannukah,	Valentine's Day, Shrove Tuesday/Ash	Beltane/May Day, Midsummer Solstice,	
	Kwanzaa and other celebrations	Wednesday/Lent, Easter, Birthdays and	Ratha Yatra, Birthdays and other	
		other celebrations	celebrations	
Development Matters	Understanding the World ELG: People,	Understanding the World ELG: People,	Understanding the World ELG: People,	
Links	Culture and Communities Children at the	Culture and Communities Children at	Culture and Communities Children at the	
	expected level of development will: - Describe	the expected level of development will: -	expected level of development will: -	
	their immediate environment using knowledge	Describe their immediate environment	Describe their immediate environment using	
	from observation, discussion, stories, non-	using knowledge from observation,	knowledge from observation, discussion,	
	fiction texts Know some similarities and	discussion, stories, non-fiction texts	stories, non-fiction texts Know some	
	differences between different religious and	Know some similarities and differences	similarities and differences between	
	cultural communities in this country,	between different religious and cultural	different religious and cultural communities	
	drawing on their experiences and what has	communities in this country, drawing	in this country, drawing on their	
	been read in class; - Explain some similarities and differences between life in	on their experiences and what has been read in class; - Explain some	experiences and what has been read in class; - Explain some similarities and	
	this country and life in other countries,	similarities and differences between life	differences between life in this country and	
	drawing on knowledge from stories, non-	in this country and life in other	life in other countries, drawing on	
	fiction texts. Communication and Language	countries, drawing on knowledge from	knowledge from stories, non-fiction	
	ELG: Listening, Attention and Understanding	stories, non-fiction	texts. Communication and Language ELG:	
	Children at the expected level of development	texts. Communication and Language	Listening, Attention and Understanding	
	will: - Listen attentively and respond to	ELG: Listening, Attention and	Children at the expected level of	
	what they hear with relevant questions,	Understanding Children at the expected	development will: - Listen attentively and	

	comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; ELG: Speaking Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; ELG: Speaking Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and	respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;  - Make comments about what they have heard and ask questions to clarify their understanding; ELG: Speaking Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
Year One	Knowing Me, Knowing You – What makes	support from their teacher.  Food, Glorious Food - Would you	Oh, we do like to be beside the Seaside -
	me who I am? Christianity - Why is belonging to God and the Church important to Christians? The Christmas Story	rather grow your own food, or buy your food from a shop? Christianity - Parables. What did Jesus teach us about God in his parables? The Easter Story	What makes our beach a special place? Judaism. Why do Jewish families say so many prayers and blessings?
National Curriculum Links	Recognise that religious teachings and ideas make a difference to individuals, families and the local community.	Explore a range of religious stories and sacred writings and talk about their meanings.	Identify and suggest meanings for religious symbols and begin to use a range of religious words.
	Reflect on how spiritual and moral values relate to their own behaviour.  Explore how religious beliefs and ideas can be expressed through the arts and	Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate	Reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness
	communicate their responses	Identify and suggest meanings for religious symbols and begin to use a range of religious words.	Ask and respond imaginatively to puzzling questions, communicating their ideas

	Identify and suggest meanings for religious symbols and begin to use a range of religious words.  Ask and respond imaginatively to puzzling questions, communicating their ideas	Ask and respond imaginatively to puzzling questions, communicating their ideas	Identify what matters to them and others, including those with religious commitments, and communicate their responses
Year Two	Landan Calling – Why is Landan the	Medieval Mayhem – Wauld yau rather	The Enchanted Wood - Why are
	capital city of the United Kingdom?	live in your house or a castle?	woodlands important?
	Believing	Islam - Mercy and Compassion	Judaism - The Torah and The Rabbi
	Judaism / Christianity	Christianity - Resurrection/Joy	Christianity - Disciples and Faith
National Curriculum	Recognise that religious teachings and ideas	Explore a range of religious stories	Reflect on and consider religious and
Links	make a difference to individuals, families	and sacred writings and talk about	spiritual feelings, experiences and concepts
	and the local community.	their meanings.	such as worship, wonder, praise, thanks, concern, joy and sadness
	Reflect on how spiritual and moral values	Name and explore a range of	Joseph Committee of the
	relate to their own behaviour.	celebrations, worship and rituals in	Ask and respond imaginatively to
		religion, noting similarities where	puzzling questions, communicating their
	Explore how religious beliefs and ideas can	appropriate	ideas
	be expressed through the arts and		
	Identify and suggest meanings for religious symbols and begin to use a range of	Identify and suggest meanings for religious symbols and begin to use a range of religious words.	Identify what matters to them and others, including those with religious commitments, and communicate their responses.
	Ask and respond imaginatively to puzzling questions, communicating their ideas		Identify and suggest meanings for religious symbols and begin to use a range of religious words.
<u> Year Three/Four –</u>	Enchanting Egyptains - Why did the	Revolting Romans- What did the	<u>Healthy Heroes.</u> - How do we know if
<u>Cycle l</u>	Egyptians stop building pyramids?	Romans ever do for us?	we're healthy?
8	Christianity	Hinduism	Christianity
	Creation Myths	Why do Hindus want to collect	
	Reconciliation	good karma?	
		Christianity Inspirational people	
National Curriculum	Knowledge, skills & understanding	Knowledge, skills & understanding	Knowledge, skills & understanding
Links	<ul> <li>Describe the key aspects of religions, especially the people, stories and</li> </ul>	Describe the key aspects of religions, especially the people,	<ul> <li>Reflect on what it means to belong to a faith community.</li> </ul> Themes.

traditions that influence the beliefs and values of others.

 Reflect on ideas of right and wrong and their own and others' responses to them.

### Themes

 Religion and the individual: what is expected of a person in following a religion or belief.

Experiences and apportunities
Consider a range of human experiences
and feelings.

# stories and traditions that **influence the beliefs and values** of others. Themes

- Inspirational people: figures from whom believers find inspiration.
- Refliect on sources of inspiration in their own and others' lives.
   Experiences and opportunities
- Consider a range of human experiences and feelings.
   Develop the use of ICT, enhancing pupils' awareness of religions and beliefs globally.

- Teachings and authority.
- Worship, pilgrimage and sacred places Experiences and opportunities
- Encounter religion through visitors and visits to places of worship, focus on the impact and reality of religion on the local and global community.
- Discuss religious and philosophical questions, giving reasons for their own belifs and those of others.
   6a - study a locality in the UK

### <u>Year Three/Four -</u> <u>Cucle 2</u>

## Stones and Banes - Could we survive in the Stone Age?

Christianity - salvation.

- What does Jesus teach Christians about salvation?
- · Who rescues us?

How do we save and serve others?

# Remarkable Rainforest - Will there still be Rainforests when we grow up?

Sikhism - religion, family and community.

## Our Place on Earth - What makes our place on Earth special?

Hinduism – inspirational people How does the story of Rama and Sita inspire Hindus to follow their dharma?

## National Curriculum Links

Express and communicate their own and others' insights through art and design, music, dance, drama and ICT.

Knowledge, skills & understanding

- Describe the variety of practices and ways of life in religions and understand how these stem from and are closely connected with, beliefs and teachings.
- Discuss their own and others' views of religious truth and beliefs, expressing their own ideas.

#### Themes

- Beliefs and questions: how people's belifs about God, the world and others impact on their lives.
- The journey of life and death: why some occasions are sacred to believers,

Knowledge, skills & understanding

 Describe the variety of practises and ways of life in religions and understand how these stem from and are closely connected with beliefs and teachings.

#### Themes

 How religious families and communities practise their faith, and the contributions this makes to local life.

### Experiences and opportunities

 Reflect an their own and other's insights into life and its origin, purpose and meaning. Knowledge, skills & understanding

 Describe the key aspects of religions, especially the people, staries and traditions that influence the beliefs and values of others.

### Themes

- Inspirational people: figures from whom believers find inspiration.
- Refliect on sources of inspiration in their own and others' lives.
   Experiences and opportunities
- Consider a range of human experiences and feelings.
- Reflect an their own and other's insights into life and its origin, purpose and meaning.

	and what peple think about life after death.  Experiences and opportunities.  Consider a range of human experiences and feelings.  Reflect their own and others' insights into life and its origin, purpose and meaning.	<ul> <li>Develop the use of ICT, enhancing pupils' awareness of religions and beliefs globally.</li> <li>6b - study a locality in a country that is less economically developed.</li> </ul>	6b - study a locality in a country that is less economically developed.
Year Five/Six	Journey to the Poles	Travelling Through Time	Journey to The Americas
7204 124 CM2	Who were the first humans to discover	When did the Anglo Saxons settle in	What is life like in the Americas? Who
<u>Cycle I</u>	Antarctica?	Britain?	are the Mayans? What effects have they
	What was Shackleton's journey like?	Where did they came fram?	had an aur lives?
	How did Shackleton get to Antarctica?	What evidence is there in modern	Christianity – What is the significance of
	Christianity - Why is the gospel good news	Britain that the Anglo Saxons lived	the eucharist?
	for Christians.	here?	
		Who were the Greek gods?	
		How have the Ancient Greeks affected	
		modern life?	
		Hinduism – yoga/marg	
National Curriculum	Study the beliefs, festivals and celebrations	Study at least two other religions in	Study the beliefs, festivals and
Links	of Christianity.	depth. Choose from Buddhism,	celebrations of Christianity
		Hinduism, Islam, Judaism or Sikhism	
Year Five/Six	Disaster Zones	Intergalatic Explorers	The War Room
724 1242 322	What years did major natural disasters	Which countries were involved in the	How did the world wors start?
<u>Cycle 2</u>	happen?	Space Race?	When did they start?
8	Have we had any local natural	When did humans first reach the	Who was involved?
	disasters?	maan?	How were people affected?
	How have disaster hit countries	When did the first woman enter	Buddhism - impermanence
	recovered?	space?	· .
	Christianity - Parable	Christianity – Faith	
National Curriculum	Study the beliefs, festivals and celebrations	Study the beliefs, festivals and	Study at least two other religions in
Links	of Christianity.	celebrations of Christianity	depth. Choose from Buddhism, Hinduism,
			Islam, Judaism ar Sikhism