
























# Wheldrake with Thorganby CE Primary School - RE Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reception</b>	<b>F1 Why is the word God so important to Christians?</b>   (Understanding Christianity) <b>God/Creation</b>	<b>F2 Why do Christians perform Nativity plays at Christmas?</b> (Understanding Christianity)  <b>Incarnation</b>	<b>F4 Being special: Where do we belong?</b> (Thematic)	<b>F3 Why do Christians put a cross in an Easter garden?</b> (Understanding Christianity)  <b>Salvation</b>	<b>F5 Which places are special and why?</b> (Thematic)	<b>F6 Which stories are special and why?</b> (Thematic)
<b>Year 1</b>	<b>1.2 Who do Christians say made the world?</b> (6-8 hours)  (Understanding Christianity) <b>Creation</b>	<b>1.3 Why does Christmas matter to Christians?</b> <b>Core learning</b> (4-6 hours)  (Understanding Christianity) <b>Incarnation</b>	<b>1.9 What makes some places sacred to believers?</b> <b>Church topic</b> (8-10 hours) (Thematic)	<b>1.5 Why does Easter matter to Christians?</b> <b>Core learning</b> (4-6 hours)  (Understanding Christianity) <b>Salvation</b>	<b>1.6 Who is Jewish and how do they live?</b> (10-12 hours) (Thematic)	<b>1.1 What do Christians believe God is like?</b> (6-8 hours)  (Understanding Christianity) <b>God</b>
<b>Year 2</b>	<b>1.10 How should we care for the world and for others and why does it matter?</b> (6-8 hours) (Thematic)	<b>1.3 Why does Christmas matter to Christians?</b> <b>Digging Deeper</b> (4-6 hours)  (Understanding Christianity) <b>Incarnation</b>	<b>1.7 Who is a Muslim and what do they believe?</b> (10-12 hours) (Thematic)	<b>1.5 Why does Easter matter to Christians?</b> <b>Digging Deeper</b> (4-6 hours)  (Understanding Christianity) <b>Salvation</b>	<b>1.8 Who am I? What does it mean to belong?</b> (6 hours) (Thematic)	<b>1.4 What is the 'Good news' Christians believe Jesus brings?</b>  (6-8 hours) (Understanding Christianity) <b>Gospel</b>

<p><b>Year 3</b></p>	<p><b>L2.2 What is it like to follow God?</b> (8-10 hours) </p> <p>(Understanding Christianity) <b>People of God</b></p>	<p><b>L2.9 What are the Deeper Meanings of Festivals?</b> (6-10 hours)</p> <p>(Thematic)</p>	<p><b>L2.8 What does it mean to be a Sikh in Britain today?</b> (10-12 hours)</p> <p>(Thematic)</p>	<p><b>L2.5 Why do Christians call the day Jesus died Good Friday?</b> <b>Core Learning</b> (4-6 hours) </p> <p>(Understanding Christianity) <b>Salvation</b></p>	<p><b>L2.6 When Jesus left, what next?</b> (6-8 hours) </p> <p>(Understanding Christianity) <b>Kingdom of God</b></p>	<p><b>L2.4 What kind of world did Jesus want?</b> <b>Core Learning</b> (3-4 hours) </p> <p>(Understanding Christianity) <b>Gospel</b></p>
<p><b>Year 4</b></p>	<p><b>L2.1 What do Christians learn from the Creation Story?</b> (6-8 hours) </p> <p>(Understanding Christianity) <b>Creation/Fall</b></p>	<p><b>L2.3 What is the Trinity?</b> (6-8 hours) </p> <p>(Understanding Christianity) <b>Incarnation/God</b></p>	<p><b>L2.7 What does it mean to be a Hindu in Britain today?</b> (10-12 hours)</p> <p>(Thematic)</p>	<p><b>L2.5 Why do Christians call the day Jesus died Good Friday?</b> <b>Digging Deeper</b> (4-6 hours) </p> <p>(Understanding Christianity) <b>Salvation</b></p>	<p><b>L2.10 How and why do believers show their commitments during the journey of life?</b> (8-10 hours)</p> <p>(Thematic)</p>	<p><b>L2.4 What kind of world did Jesus want?</b> <b>Digging Deeper</b> (3-4 hours) </p> <p>(Understanding Christianity) <b>Gospel</b></p>
<p><b>Year 5</b></p>	<p><b>U2.1 What does it mean if God is holy and loving?</b> (6-8 hours) </p> <p>(Understanding Christianity) <b>God</b></p>	<p><b>U2.4 Was Jesus the Messiah?</b> <b>Core Learning</b> (3-4 hours) </p> <p>(Understanding Christianity) <b>Incarnation</b></p>	<p><b>U2.9 What does it mean for Muslims to follow God?</b> (10-12 hours)</p> <p>(Thematic)</p>	<p><b>U2.6 What did Jesus do to save human beings?</b> (6-8 hours) </p> <p>(Understanding Christianity) <b>Salvation</b></p>	<p><b>U2.12 What will make our city/town/village a more respectful place?</b> (6-8 hours)</p> <p>(Thematic)</p>	<p><b>U2.5 What would Jesus do?</b> (6-8 hours) </p> <p>(Understanding Christianity) <b>Gospel</b></p>

<p><b>Year 6</b></p>	<p><b>U2.11 Why do some people believe in God and some people not?</b> (6-8 hours)</p> <p>(Thematic)</p>	<p><b>U2.4 Was Jesus the Messiah? Digging Deeper</b> (3-4 hours)</p>  <p>(Understanding Christianity) <b>Incarnation</b></p>	<p><b>U2.13 Why is pilgrimage important to some religious believers?</b> (6-8 hours)</p> <p>(Thematic)</p>	<p><b>U2.7 What difference does the resurrection make for Christians?</b> (6-8 hours)</p>  <p>(Understanding Christianity) <b>Salvation</b></p>	<p><b>U2.8 What kind of king is Jesus?</b> (6-8 hours)</p>  <p>(Understanding Christianity) <b>Kingdom of God</b></p>	<p><b>U2.14 How do religions help people live through good times and bad times?</b> (6-8 hours)</p> <p>(Thematic)</p>
----------------------	--	---	--	--	--	---

### Implementation

At Wheldrake with Thorganby Primary School RE is taught every week in all year groups to ensure pupils undertake at least 5% of curriculum time in the study of RE. During Key Stage 1, children will learn about Christians, Muslims and Jewish people. They may also encounter other religious and non-religious worldviews through a range of thematic units. Across the whole of KS2, pupils will study Christianity for at least 50% of study time, plus Muslims, Jewish people, Hindus and Sikhs. Pupils may also learn from other religious and non-religious worldviews in thematic units. All classrooms display the 'Big Story of the Bible' and the symbols used in the 'Understanding Christianity' resource to ensure consistency, and to help pupils to see how these different Christian concepts are linked throughout the Bible. Teachers use a variety of teaching strategies to make the study of RE as meaningful and interesting as possible. These may include drama, art, text analysis, collaborative tasks, discussion and debate. We place a high importance on children acquiring meaningful first hand experiences of Christianity and other faiths, and actively seek opportunities to include these in our RE teaching including visits to places of worship and discussions with different believers. The governors at our school support the work in RE by sharing their own experiences of their Christian faith.