

St Paul's RE Long Term Plan 2020-21

S = Systematic unit











T = Thematic unit

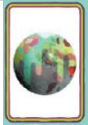



Foundation Stage Focus religions: Christianity, Islam & Buddhism (lesser coverage of Hinduism, Sikhism & Judaism)

KS1 Focus Religions: Christianity, Judaism & Sikhism (lesser coverage for Hinduism, Buddhism & Islam)

KS2 Focus Religions: Christianity, Hinduism & Islam (lesser coverage for Judaism, Sikhism & Buddhism)

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Strands from AS covered
Foundation POW visit: St Paul's Church Autumn 1st	UC F1 Why is the word 'God' so important to Christians? (S)  Leads to visit to St Paul's Church	WAS F4 Which Times are Special and Why? (Hinduism, Sikhism & Judaism) (T) BLOCK: UC F2 Why do Christians perform nativity plays at Christmas? (INCARNATION: CHRISTMAS) (S) 	WAS F1 Which Stories are Special and Why? (Buddhism & Islam) (T) <i>Christian Starting Point: The Bible</i>	BLOCK UC F3 Why do Christians put a cross in an Easter garden? (SALVATION: EASTER) (S) 	WAS F3 Which Places are Special and Why?(Islam) (T) <i>Christian Starting Point: Church as a sacred place.</i>	WAS F6 What is Special About our World? (T) (Buddhism & Islam)	
Year 1 POW visit: Sikh Gurdwara Summer 1 or 2	UC 1.1 What do Christians believe God is like? (ICON link) (S) 	WAS 1.6 How and Why do we Celebrate Special & Sacred Times? (Judaism & Islam) (T) ~ expressing + BLOCK Part of UC 1.3 Why does Christmas matter to Christians? (INCARNATION: CHRISTMAS) (S) 	UC 1.4 What is the good news that Jesus brings? (ICON link) (S) 	UC 1.5 Why does Easter matter to Christians? (SALVATION: EASTER) (S) 	WAS 1.5 What Makes Some Places Sacred? (Sikhism substituted for Islam/Judaism) (T) ~ expressing <i>Christian Starting Point: Church as sacred place for Christians.</i> Leads to Gurdwara visit	WAS 1.9 Who is a Sikh and how do they live? (S) ~living	Living x1 Expressing x2
Year 2 POW visit: Buddhist Monastery/ Coventry Cathedral (ICON) Summer 1 or 2	BLOCK AS RE DAY UC 1.2 Who made the world? (S) (ICON link)  WAS 1.2 Who is a Muslim and what do they Believe? (S) ~ believing	WAS 1.2 Who is a Muslim and what do they Believe? (S) ~ believing + BLOCK Part of UC 1.3 Why does Christmas matter to Christians? (INCARNATION: CHRISTMAS) (S) 	WAS 1.3 Who is Jewish and what do they Believe? (S) ~ believing <i>Christian Starting Point: Christian beliefs/practices.</i>	WAS 1.3 Who is Jewish and what do they Believe? (S) ~ believing BLOCK UC 1.5 Why does Easter matter to Christians? (SALVATION: EASTER) (S) 	BLOCK WAS 1.11 Additional Buddhism Unit What can we learn from the life of the Buddha?(S) ~ believing Leads to Buddhist Monastery Visit	1.4 WAS What can we Learn from Sacred Books? (Add Sikhism to Judaism & Islam) (T) ~believing	Believing x4

	<i>Christian Starting Point: Christian beliefs/practices</i>						
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Strands from AS covered
Year 3 POW visit: Quaker meeting house Autumn 1	UC 2a.2 What is it like to follow God? (S) (ICON link)  Leads to Quaker Meeting House visit	WAS L2.5 Why are Festivals Important to Religious Communities? (Hinduism , Judaism & Islam) (T) Can link to Divali Christmas (Christianity)	WAS L2.4 Why Do People Pray? (Hinduism , Islam & Christianity) (T) <i>Christian Starting Point: Christian prayer</i>	UC 2a.5 Why do Christians call the day Jesus died 'Good Friday'? (SALVATION: EASTER) (S) 	UC 2a.3 What is the Trinity? (TRINITY) (S) 	WAS L2.1 What do People Believe About God? (Islam & Hinduism) (T) <i>Christian Starting Point: The Trinity</i>	Believing x3 Expressing x1
Year 4 POW visit: Hindu Mandir Spring 2	UC 2a.1 What do Christians learn from the Creation story? (S) 	WAS U2.5 Is it Better to Express Your Beliefs in Arts & Architecture or in Charity & Generosity? (taken from upper KS2 units) (Islam & Humanists) (T) ~expressing	UC 2a.4 What kind of world did Jesus want? (S) (ICON Link) 	WAS L2.8 What Does it Mean to be a Hindu in Britain Today? (S) ~Living Leads to Hindu Mandir visit	BLOCK UC 2a.6 When Jesus left, what was the impact of Pentecost? (TRINITY) (S) 	WAS L2.6 Why Do Some People Think Life is Like a Journey & What Significant Experiences Mark This? (Hinduism & Judaism) (T) ~expressing	Expressing x2 Living x1
Year 5 POW visit: Islamic Mosque/Islamic Experience Exhibition Autumn 2	UC 2B.1 What does it mean if God is loving and holy? (S) 	U2.6 What does it Mean to be a Muslim in Britain Today? (S) ~living Leads to Islamic Mosque visit	UC 2b.3 How can following God bring freedom and justice? (ICON link) (S) 	BLOCK UC 2b. 6 What did Jesus do to save human beings? (SALVATION: EASTER) (S) 	WAS 2.8 What Difference does it Make to Believe in Ahimsa (harmlessness), Grace (the generosity of God) & Ummah (community)? (Islam & Hinduism) (T) ~living <i>Christian Starting Point: Golden Rule (love thy neighbour)</i>	UC 2b.5 What would Jesus do? (ICON link) (S) 	Living x2

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Strands from AS covered
Year 6 POW visit: Jewish Synagogue/Coventry Cathedral (ICON) Autumn 1	WAS U2.4 If God is Everywhere why go to a Place of Worship? (Hinduism, Sikhism & Judaism) (T) Leads to Jewish Synagogue visit	UC 2b.8 What kind of king is Jesus? (S) (ICON link) 	UC 2b.4 Was Jesus the Messiah? (S) 	BLOCK UC 2B.7 What difference does the resurrection make for Christians? (SALVATION: EASTER) (S) 	WAS U2.3 What do Religions say to us when Life gets Hard? (Hinduism, Islam & Humanist) (T) ~believing	UC 2b.2 Creation and science: conflicting or complimentary? (T) 	Believing x1 Expressing x1

Places of Worship (POW)

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
POW Visits	YR to St Paul's Church Y3 to Quaker Meeting House Y6 to Jewish Synagogue	Y5 to Islamic Mosque/Islamic Experience Exhibition	NO VISITS DUE TO SATS	Y4 to Hindu Mandir	Y1 to Sikh Gurdwara (or Summer 2) Y2 to Buddhist Monastery (or Summer 2)	Y1 to Sikh Gurdwara (or Summer 2) Y2 to Buddhist Monastery (or Summer 2)

ICON

Where possible, take the opportunity to promote peace, reconciliation and forgiveness within your RE units. Opportunities for this are shown in brackets).