

Lilliput infant school – long term plan – Key learning in bold



Subject: RE

Overview:

Our RE curriculum aims to engage pupils in relevant questioning and exploration of their own and others' beliefs, ethics, religions and world views. We encourage the progression of pupils' critical thinking skills, as well as their spiritual and moral development which in turn will help them to have respect for themselves and others. The secure knowledge and the experiences that they gain throughout their time at Lilliput will help them to become more confident individuals and conscientious global citizens. We will also help the children to develop their British values and to show respect and tolerance of different faiths, beliefs and world views and to celebrate diversity.

Each enquiry follows the 4-step model of Engagement, Investigation, Evaluation and Expression

Themes within subject	Progression				
	Year N	Year R	Year 1	Year 2	Year 3
(See individual year groups)	Theme: Special People	Theme: Special People <i>Enquiry question:</i> What makes people special? Why is the word 'God' so important to Christians? (UC) <i>Religion:</i> Christianity, Judaism <i>Christian concept:</i> God	Theme: The Creation story <i>Enquiry question:</i> Who made the world? (UC) Does God want Christians to look after the world? <i>Religion:</i> Christianity <i>Christian concept:</i> God	Theme: Community and Belonging <i>Enquiry question:</i> Does going to a mosque give Muslims a sense of belonging? <i>Religion:</i> Islam	Christianity: Creation
Christmas	Theme: Christmas	Theme: Christmas <i>Enquiry question:</i> What is Christmas? Why do Christians perform Nativity plays at Christmas? (UC) <i>Religion:</i> Christianity <i>Christian concept:</i> Incarnation	Theme: The Christmas Story <i>Enquiry question:</i> Why does Christmas matter to Christians? (UC) What gifts might Christians in my town have given Jesus if He had been born here rather than in Bethlehem? <i>Religion:</i> Christianity <i>Christian concept:</i> Incarnation	Theme: Christmas – Jesus as a gift from God <i>Enquiry question:</i> Why was Jesus' birth so extraordinary? (UC) Why do Christians believe God gave Jesus to the world? <i>Religion:</i> Christianity <i>Christian concept:</i> Incarnation	Christianity: Incarnation
(See individual year groups)	Theme: Celebrations	Theme: Celebrations <i>Enquiry question:</i> How do people celebrate? <i>Religion:</i> Hinduism	Theme: Jesus as a friend <i>Enquiry question:</i> Was it always easy for Jesus to show friendship? <i>Religion:</i> Christianity <i>Christian concept:</i> Incarnation	Theme: The teachings of Jesus <i>Enquiry question:</i> Is it possible to be kind to everyone all of the time? <i>Religion:</i> Christianity <i>Christian concept:</i> Gospel	Sanatana Dharma (Hinduism)
	Theme: Easter				

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Easter (See individual year groups)	Theme: Story time Theme: Special places	Theme: Easter <u>Enquiry question:</u> What is Easter? Why do Christians put a cross in an Easter garden? (UC) <u>Religion:</u> Christianity <u>Christian concept:</u> Salvation Theme: Story time <u>Enquiry question:</u> What can we learn from stories? <u>Religion:</u> Christianity, Islam, Hinduism, Sikhism Theme: Special places <u>Enquiry question:</u> Are there some places that are special to Christians? <u>Religions:</u> Christianity, Islam, Judaism	Theme: Easter – Palm Sunday <u>Enquiry question:</u> Why does Easter matter to Christians? (UC) Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? <u>Religion:</u> Christianity <u>Christian concept:</u> Salvation Theme: Shabbat <u>Enquiry question:</u> Why is Shabbat important to some Jews? <u>Religion:</u> Judaism Theme: Rosh Hashanah and Yom Kippur <u>Enquiry question:</u> Are Rosh Hashanah and Yom Kippur important to Jewish children? <u>Religion:</u> Judaism	Theme: Easter – Resurrection <u>Enquiry question:</u> What can we learn about forgiveness from the Easter story? (UC) How important is it to Christians that Jesus came back to life after His crucifixion? <u>Religion:</u> Christianity <u>Christian concept:</u> Salvation Theme: Prayer at home/Passover <u>Enquiry question:</u> How important is it for Jewish people to do what God asks them to do? <u>Religion:</u> Judaism Theme: Hajj <u>Enquiry question:</u> Does completing Hajj make a person a better Muslim? <u>Religion:</u> Islam	Sanatana Dharma (Hinduism) Christianity: People of God Christianity: Big Freeze Project
Investigation (Subject knowledge) Key knowledge (must haves) in bold	N Know something that you notice that is different about people Know something that is the same about people Begin to ask questions about differences they notice in their own	R Special people Know what makes us special. Know things you do with your family that are special to you. Know that Jesus is special and wants to look after people.	I The Creation Story – ‘Genesis Chapter 1’ Christians believe the universe and human life are God’s creation. Humans are made in the image of God. (UC) Know something I have created and how it felt to make it.	2 Islam – Community and belonging Know how it feels to belong. To describe what Muslims do and how they might feel when they attend the mosque. Know when Muslims might feel like they belong.	3

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	community and the wider world. Know that as well as Christmas there are other times that different people celebrate, eg Diwali Develop positive attitudes about the differences between people (DM)	Know that Jews want to follow God's rules (our class rules) Christmas Know the gifts that are special to them. Know why we give presents and who we give them to. Know that Christians believe Jesus is God's son. Know that God gave Jesus as a special present to the world. Know some characters in the Christmas story such as Jesus, angels, shepherds and wise men. Know that Christians celebrate when Jesus was born. Know that Mary was the mother of Jesus. Celebrations Know that different places celebrate new year in different ways. Know some things that happen during the Hindu festival of Holi and the importance of colour. Know how celebrations make people feel and why they are important.	Know how many days it took God to create the world. Know that God created night and day, water and sky, land and sea, sun moon and stars, creatures of the sea and birds, animals and Adam and Eve Know that Christians believe in God and that he created the world. Know how God would want us to look after his creation. Do all people believe that the world was created this way? eg. Humanism? The Christmas Story For Christians, Incarnation means that Jesus is God in human form. (UC) Know of important presents that I have received and how it felt to receive them. Know some important characters in the story and re tell some of the events in order. Know that gold, frankincense and myrrh were given to baby Jesus. Know that Jesus is special to Christians.	Know that people who are Muslims call God Allah. Know that Muslims have a holy book called the Qur'an. Know the importance of the prayer mat. Christmas: Jesus as a gift from God Know that Christians believe that God sent Jesus to help/save the world. Know that Incarnation means that Jesus is God in human form, and that, in Jesus, God came to live among humans. (UC) Know how I might help solve a problem by showing love. Know the sequence of events in the Christmas story using the correct vocabulary. Know all the characters in the Christmas story and discuss the important roles they played. Know that Christians believe Jesus was a gift from God. The Teachings of Jesus - 'The Good Samaritan, Luke 10: 25-37'	
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		<u>Easter</u> Know some of the signs of new life in spring such as flowers, eggs and baby animals. Know some ways that you celebrate Easter. Know that Easter is a special time for Christians. Know that the cross is a special symbol for Christians. Know that Christians remember Jesus's last week at Easter. Know that Jesus's name means 'he saves'. <u>Story time</u> Know about a range of stories such as 'The Boy who cried Wolf' (Aesop's fables) 'The Lost Sheep' Know the moral of the story. Know how the characters might have felt. <u>Special places</u> Know what a home is and what makes it special to me. Know the differences between different homes around the world.	Know that Jesus was sent to do good in the world. Know that Jesus was worshipped as a king by the wise men. <u>Jesus as a friend</u> Know who my friends are and why they are important to me. Know a story about Jesus showing friendship and talk about it such as 'Zacchaeus'. Know how Jesus tried to be a good friend. Know that sometimes it is difficult to show friendship. <u>Easter – Palm Sunday</u> Jesus' death and coming back to life show how humans have been rescued or saved (Salvation) (UC) Know how Jesus was welcomed on Palm Sunday and say why. Know parts of the Easter story including Palm Sunday. Know some symbols of spring time and the Easter story such as new life, eggs, cross, palm leaves. Know that Jesus is special to Christians and start to say why.	Christians believe Jesus' incarnation is 'good news' for all people. Gospel means 'good news' (UC) Know when I have been kind to others even when it was difficult. Know what Christians can do to show kindness. Know that Jesus told stories (parables) to show God's love and to teach Christians how they should live Know that Christians worship God and try to live in ways that please God. Know an example of a parable such as 'The Good Samaritan' and discuss it's meaning. <u>Easter – Resurrection</u> Jesus' death and resurrection show the rescue (or salvation) of humans. Through Jesus, sin is dealt with, forgiveness offered and the relationship between God and humans is restored. (UC) Know that people die and start to discuss how you remember people who are not here anymore.	
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		Know that Christians worship in a church, Jewish people worship in a synagogue and Muslims worship in a mosque.	Know that Jesus was willing to forgive people even when he was put on the cross. Are all people's experiences of Easter the same? Eg. Humanism <u>Shabbat</u> Know that some days of the week are special to me and my family Know something special on the Shabbat table such as candles, bread and wine. Know that Shabbat begins at sunset on a Friday and ends at Sunset on a Saturday. Know why Shabbat is an important time for Jewish people Know that Jewish families eat special bread, called Challah, together. Know of celebrations that are special to my family and understand that different people celebrate in different ways. Know that there are similarities and differences between communities. <u>Rosh Hashanah and Yom Kippur</u>	Know what Christians believe happened at Easter including the resurrection. Know that salvation means Jesus was sent to 'save' people and forgive them for their 'sins'. Know some symbols of spring time and the Easter story such as new life, eggs, cross, palm leaves and explain their meaning. How does your experience of Easter compare to someone who is not a Christian? Eg. Humanism <u>Judaism-Prayer at home</u> Know about people I listen to/respect. Know the importance of the Torah Know that Passover celebrates the time when the Jewish people escaped from being slaves in Egypt. Know the meaning of the items on the Seder plate. Know who led the Jewish people. Know that God gave Moses rules.	
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			Know a time that I had to say sorry. Know how it feels to forgive someone. Know that Rosh Hashanah is the Jewish new year. To think about goals for the future and things I would like to achieve. Know that the shofar horn is blown. Know that Yom Kippur is when Jewish people say sorry for things they have done wrong ready for the new year. Know why the synagogue is a special place for Jewish people.	How do other people decide what is right and wrong eg. Humanism? Hajj Know about a special journey I have made. Know how it might feel to be a Muslim on the Hajj. Know that Islam was started by the prophet Muhammed, who was born in Makkah now in Saudi Arabia. Know that Muslim people try to make a pilgrimage to Makkah once in their life. This is called the Hajj. Know that the Hajj brings Muslims together and closer to Allah.	
Possible Vocabulary	Kind, Gentle, Friend, Sharing, Taking Turns, happy, sad	Family, Friend, Home, Similar, Different, Feelings, Celebrate, Special, Christians, God, Jesus, Christmas, Nativity, Shepherd, Wise Men, Angel, Star, Easter, Cross.	Creation, God, Nature, World, Jesus, king, Christmas, Incarnation, Gifts, Bethlehem, Shepherds, Wise men, Angels, Gabriel, Mary, Joseph, Gold, Frankincense, Myrrh, gift, present, special, Friendship, Easter, Salvation, Palm Sunday, Jerusalem, Cross, Tomb, Last supper, Christian, Shabbat, Jewish, synagogue, special, family, Rosh Hashanah, Yom Kippur, Symbols/signs, Forgiveness.	Kindness, God, Jesus, Gospel, Parable, Christmas, Incarnation, Bethlehem, Shepherds, Wise men, Angels, Gabriel, Mary, Joseph, Gold, Frankincense, Myrrh, Judaism, synagogue, Jewish, Passover, Seder plate, Promises, rules, Easter, Salvation, Disciples, Crucifixion, Resurrection, Cross, Tomb, Mary Magdalene, Judas, Islam, Mosque, Muslim, Qur'an, prayer, Hajj, Makkah, Allah, Belonging, Journey	

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NC/ELGs	Develop positive attitudes about the differences between people (DM)	Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.(ELG) Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps (ELG) Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and maps. (DM) Know that there are different countries in the world and talk about the differences they have experienced and seen in photos (DM)	By the end of KSI <u>Know about and understand</u> A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities <u>Express and communicate</u> B1. Ask & respond to questions about what communities do, & why, so that they can identify what difference belonging to a community might make B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves B3. Notice and respond sensitively to some similarities between different religions and worldviews <u>Gain and deploy skills</u> C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry C2. Find out about and respond with ideas to examples of co-operation between people who are different C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response	
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<u>Progress ladders</u> <u>Year 1:</u> Recall, name and talk about Ask and explore Explore and find out <u>Year 2:</u> Retell, recognise and find <u>meanings</u> Explore and respond <u>sensitively</u> Begin to express ideas and <u>opinions</u>	<u>Disciplinary Knowledge</u> These are the tools that we use to study religion and the methods that we use to gather knowledge. We develop the children's disciplinary knowledge through looking, discussing, questioning, comparing and making links. We consider what people think, what people believe and how they live. A range of religious texts, artwork, stories, discussion and experiences help us to learn about many different religions and world views.
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