Salhouse C of E Primary School- 2-Year RE Plan

Our Reception class will complete the enquiries below. In addition, children will have many opportunities to develop their multi-disciplinary RE skills through the EYFS curriculum.

COOTS (Reception)

	Why is the word 'God' so important to Christians?	Why do Christians perform nativity plays?	Why do Christians put a cross in an Easter garden?	Should Noah trust God?
	Diocese/ Understanding Christianity (Creation)	Diocesan Website	Understanding Christianity (Salvation)	Diocesan Website
	Christianity	Christianity / Others	Christianity	Judaism / Christianity
	Theology	Social/Human Science	Theology	Philosophy
Age-Related Expectations	How beliefs shape the way believers see the world and each other: Give an example of how Christian beliefs influence daily life.	The diverse nature of religion: Recognise that beliefs can have an impact on a believer's daily life, their family or local community. Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community.	How beliefs relate to each other: Recognise that narratives / texts from at least one religion or world view contain beliefs. Recognize that some beliefs connect together and begin to talk about these connections.	Issues of right and wrong / good and bad Using religious and belief stories, make connections between people's beliefs about right and wrong, and their actions.

BITTERNS (Year 1 and 2)

Year A There are only 5 units so there is flexibility in how long the units last.	Who made the world?	Why does Christmas matter to Christians?	Why do people have different ideas about God?	How do Jews celebrate Passover (Pesach)?	What do Christians believe God is like?
	Understanding Christianity (Creation) – Note: Use 'Digging Deeper' for Y2	Understanding Christianity (Incarnation)	Diocesan Website	Diocesan Website	Understanding Christianity (God)
	Christianity	Christianity	Multi-Faith	Judaism	Christianity
	Theology	Social/Human Science	Philosophy	Social/Human Science	Theology
Age-Related Expectations	How beliefs shape the way believers see the world and each other: Give an example of how beliefs influence daily life of Christians.	The ways beliefs shape individuals & community & society: Recognise that beliefs can have an impact on a believer's daily life, their family or local community. Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community.	Issues of right and wrong / good and bad: Make connections between people's beliefs about right and wrong, and their actions.	The diverse nature of religion Diverse ways in which people practice and express beliefs The ways in which beliefs shape individual identity, and impact on communities and society and vice versa	How beliefs shape the way believers see the world and each other Give an example of how Christian beliefs influence daily life.

BITTERNS (Year 1 and 2)

Year B There are only 5 units so there is flexibility in how long the units last.	What is the Good News that Jesus brings?	How do festivals bring people together? (Focus on Christianity and draw comparisons with Hinduism and Judaism) - Christmas - Diwali - Hanukkah		Why does Easter matter to Christians? (Salvation)	What do my senses tell me about the world of religion and belief?	What do Jews remember on Shabbat? (Focus on spectrum of Jewish belief, from ultra-Orthodox → Orthodox → liberal → secular)
	Understanding Christianity (Gospel)	Diocesan Website		Understanding Christianity	Diocesan Website	Diocesan Website
	Christianity	Christianity	Others	Christianity Focus	Multi-faith	Judaism
	Theology	Social/Human Science		Theology	Philosophy	Social/Human Science
Age-Related Expectations	How beliefs shape the way believers see the world and each other Give an example of how Christian beliefs influence daily life.	The diverse nature of religion: Recognise that beliefs can have an impact on a believer's daily life, their family or local community. Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community.		How beliefs relate to each other: Recognise that narratives / texts from at least one religion or world view contain beliefs. Recognise that some beliefs connect together and begin to talk about these connections.	How and whether things make sense: Give a simple reason using the word 'because' when talking about religion and belief. Give a reason to say why someone might hold a view, using the word 'because'	The diverse nature of religion: Recognise that people have different beliefs – religious and non-religious worldviews. Recognise the name of different religions, beliefs and worldviews and use them correctly.

KINGFISHERS (Year 2 and 3)

Year A	What do we mean by truth? Is seeing believing?	Why does Christmas matter to Christians? (Why is this here?)	What is it like to follow God?	How do people express commitment to a religion or worldview in different ways?	What do Muslims believe about God?
	Diocesan Website	Understanding Christianity (Incarnation)	Understanding Christianity (People of God)	Diocesan Website	Diocesan Website
	Christianity	Christianity	Christianity	Multi-Faith	Islam
	Philosophy	Social/Human Science	Theology	Social/Human Science	Theology
Age-Related Expectations	How and whether things make sense. Issues of right and wrong, good and bad.	The ways beliefs shape individuals & community & society: Recognise that beliefs can have an impact on a believer's daily life, their family or local community. Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community.	Where beliefs come from: Give a clear, simple account of story or text from at least one religion or worldview. Retell a narrative or important text from at least one religion or world view and recognize a link with a belief.	The diverse nature of religion: Recognise that people have different beliefs – religions and non-religious worldviews. Recognise the name of different religions, beliefs and worldviews and use them correctly.	How beliefs relate to each other: Links between religions and worldviews. Differences and similarities between religions and worldviews.

KINGFISHERS (Year 2 and 3)

Year B	What is the Trinity?	What does it mean to be part of a global Christian community? *-Christmas around the world – diversity of Christian beliefs -Use Picturing Christianity*	What do Christians learn from the Creation story?	What is right and what is wrong? (How do people make moral decisions?)	What difference does being a Muslim make to everyday life?
	Understanding Christianity (Incarnation)	Picturing Christianity (book)	Understanding Christianity (Creation/Fall)	Diocesan website	Planning from Diocesan Website
	Christianity	Christianity Focus	Christianity Focus	Multi-Faith	Islam
	Theology	Social/Human Science	Theology	Philosophy	Social/Human Science
Age-Related Expectations	How beliefs shape the way believers see the world and eqch other: Give an example of how Christian beliefs influence daily life.	The ways in which beliefs shape individual identity, and impact on communities and society	Where beliefs come from: Awareness of sources & how they link with beliefs. Identify different types of writing and how they might be interpreted.	Issues of right and wrong / good and bad: Using religious and belief stories to talk about how beliefs impact on how people behave. Using religious and belief stories, make connections between people's beliefs about right and wrong, and their actions.	Diverse ways in which people practice and express beliefs

GREBES (Year 4 and 5)

Year A There are only 5 units so there is flexibility in how long the units last.	Was Jesus the Messiah?	Creation and science: Conflicting or Complimentary?		Is being happy the greatest purpose in life?	Does religion bring peace, conflict or both? - *Christianity, Buddhism, Islam* - *current and/or historical perspectives* - *ensure balance between peace and conflict*	Why is Christianity so diverse?
	Understanding Christianity (Incarnation)	Understanding Christianity (Creation)		Diocesan Website	Diocesan Website	Diocesan Website
	Christianity	Christianity		Multi Faith	Multi Faith	Christianity Focus
	Theology	Theology	Philosophy	Philosophy	Social/Human Science	Social/Human Science
Age-Related Expectations	How beliefs shape the way believers see the world and each other	Where beliefs come from	The nature of knowledge, meaning and existence	Issues of right and wrong, good and bad	The ways in which beliefs shape individual identity, and impact on communities and society	The diverse nature of religion

GREBES (Year 4 and 5)

Year B	What is the Trinity?	How do/have Christians contributed to society and culture? (Use Y4 enquiry 3, focusing on Christians from both the past and the present day)	Why do Christians call the day Jesus dies "Good Friday"?	What is philosophy? What is right and what is wrong? (How do people make moral decisions?)	What do Hindus believe?
	Understanding Christianity (Incarnation)	Diocesan Website	Understanding Christianity (Salvation)	Diocesan Website	Diocesan Website
	Christianity	Christianity	Christianity	Multi Faith	Hinduism
	Theology	Social/Human Science	Theology	Philosophy	Social/Human Science
Age-Related Expectations	How beliefs shape the way believers see the world and each other: Recognise / identify ways in which beliefs make people think about how they live their life, how they see the world and how they view others.	The diverse nature of religion Diverse ways in which people practice and express beliefs The ways in which beliefs shape individual identity, and impact on communities and society and vice versa	How beliefs change over time: Recognise / identify how events in history and society have influenced religious and non-religious worldviews. Describe ways in which beliefs shape the way Christians view the world and others.	The nature of knowledge, meaning and existence. Issues of right and wrong / good and bad: Using religious and belief stories to talk about how beliefs impact on how people behave. Using religious and belief stories, make connections between people's beliefs about right and wrong, and their actions.	The diverse nature of religion Diverse ways in which people practice and express beliefs. The ways in which beliefs shape individual identity, and impact on communities and society and vice versa.

HERONS (Year 5 and 6)

Year A There are only 5 units so there is flexibility in how long the units last.	Was Jesus the Messiah?	Creation and science: Conflicting or Complimentary?		Is being happy the greatest purpose in life?	Does religion bring peace, conflict or both?	How can following God bring freedom and justice?
	Understanding Christianity (Incarnation)	Understanding Christianity (Creation)		Diocesan website	Diocesan Website	Diocesan Website
	Christianity	Christianity		Multi Faith	Multi Faith	Christianity
	Theology	Theology	Philosophy	Philosophy	Social/Human Science	Social/Human Science
Age-Related Expectations	How beliefs shape the way believers see the world and each other	Where beliefs come from	The nature of knowledge, meaning and existence	Issues of right and wrong, good and bad	The ways in which beliefs shape individual identity, and impact on communities and society	The diverse nature of religion

HERONS (Year 5 and 6)

Year B	Is believing in God reasonable?	What does it mean if God is Holy and Loving?	How do beliefs shape identity for Muslims?	How do Buddhists explain suffering?	What would Jesus do?
	Diocesan Website	Understanding Christianity + previous unit on God	Diocesan Website	Diocesan Website	Understanding Christianity (Gospel)
	Multi Faith	Christianity	Islam	Buddhism	Christianity
	Philosophy	Theology	Social/Human Science	Theology	Social/Human Science
Age-Related Expectations	The nature of knowledge, meaning and existence How and whether things make sense.	How beliefs change over time	Diverse ways in which people practice and express beliefs The ways in which beliefs shape individual identity, and impact on communities and society and vice versa	How beliefs relate to each other How beliefs shape the way believers see the world and each other	Diverse ways in which people practice and express beliefs