

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<u>Timelines – about my family</u> - Begin to make sense of their own life-story and family's history.	<u>Celebrations-</u> Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	<u>Celebrations-</u> Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	<u>Celebrations-</u> Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.		
Reception	<u>Timelines – about my family</u> - Talk about members of their immediate family and community. Name and describe people who are familiar to them.	<u>Christmas -</u> recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community. Compare and contrast characters from stories, including figures from the past. Comment on images of familiar situations in the past. <i>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class[ELG].</i> <u>Diwali (video sent in of how they celebrate) –</u> recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community.	<u>Chinese New year/Ramadan -</u> recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community. <i>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]</i>	<u>Easter -</u> recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community. Compare and contrast characters from stories, including figures from the past. Comment on images of familiar situations in the past.		
Year 1 and 2	<p><i>Christianity and Judaism</i> Why are these words special? Pupils learn to name some holy books and talk about the stories from them that they have heard</p> <p>Why are some places special?</p>		<p><i>Christianity and Judaism</i> How can faith contribute to community cohesion? Pupils learn about the ways being religious makes a difference in a family. Pupils learn that our society includes many religions, and all are worth respecting. In our area or region, they can all be seen first hand</p>		<p><i>Christianity and Judaism</i> What can be learned from the lives of significant people? Pupils take thoughts from some stories of religious founders or leaders and think about what makes these people special</p> <p>How do I and others feel about the universe around us? Pupils explore the puzzling questions that life in the world gives us, and talk about some answers to them from religion.</p>	

	<p>Pupils learn about places of worship, what they are like and how special they are, and about objects and artefacts associated with them.</p> <p>Pupils find out about some places where religious people love to go and remember – and think of their own favourite places</p>	<p>Why are some times special?</p> <p>Pupils learn to name celebrations and festivals that are special to each religion, and to themselves</p>	<p>They talk about the questions they would like to ask God</p>
Year 3 and 4	<p><i>Christianity and Islam</i></p> <p>Why are these words special?</p> <p>Pupils learn to describe the stories and teachings of holy books, and make links with their own lives and ideas</p> <p>Why are some places special?</p> <p>Pupils learn to describe different places of worship and their symbols, and link ideas about peace, strength, love or courage to ideas about worship.</p> <p>Pupils learn that pilgrimages come in many forms in different religions, making links to the idea of 'life as a journey'</p>	<p><i>Christianity and Islam</i></p> <p>How can faith contribute to community cohesion?</p> <p>Pupils learn to describe what difference believing makes in some religions, and to describe their own beliefs, linking them to religious ones.</p> <p>Pupils describe some of the ways a religion is expressed and the impact the faith has on community life. They link the ideas to their own lives</p> <p>Why are some times special?</p> <p>Pupils learn to describe religious artefacts, festivals and practices, linking them to special times they have studied</p>	<p><i>Christianity and Islam</i></p> <p>What can be learned from the lives of significant people?</p> <p>Pupils describe the lives and teachings of some great leaders, and make links between their beliefs, the religions they contributed to and themselves</p> <p>How do I and others feel about the universe around us?</p> <p>Pupils describe some puzzling questions about God and humanity, and some answers from different viewpoints. They suggest answers of their own</p>
Year 5 and 6	<p><i>Christianity and Sikhism</i></p> <p>Why are these words special?</p> <p>Pupils learn to describe the stories and teachings of holy books, and make links with their own lives and ideas</p> <p>Why are some places special?</p> <p>Pupils learn to describe different places of worship and their symbols, and link ideas about peace, strength, love or courage to ideas about worship.</p> <p>Pupils learn that pilgrimages come in many forms in different religions, making links to the idea of 'life as a journey'</p>	<p><i>Christianity and Sikhism</i></p> <p>How can faith contribute to community cohesion?</p> <p>Pupils learn to describe what difference believing makes in some religions, and to describe their own beliefs, linking them to religious ones.</p> <p>Pupils describe some of the ways a religion is expressed and the impact the faith has on community life. They link the ideas to their own lives</p> <p>Why are some times special?</p> <p>Pupils learn to describe religious artefacts, festivals and practices, linking them to special times they have studied</p>	<p><i>Christianity and Sikhism</i></p> <p>What can be learned from the lives of significant people?</p> <p>Pupils describe the lives and teachings of some great leaders, and make links between their beliefs, the religions they contributed to and themselves</p> <p>How do I and others feel about the universe around us?</p> <p>Pupils describe some puzzling questions about God and humanity, and some answers from different viewpoints. They suggest answers of their own</p>

For more information and resources see:

<https://www.barnsley.gov.uk/services/children-families-and-education/schools-and-learning/sacre-religious-education/agreed-syllabus/>

Long Term Year Plan
RE
Cycle B
Odd-Even years (e.g 2021-2022)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<i>Timelines – about my family - Begin to make sense of their own life-story and family's history.</i>	<i>Celebrations- Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</i>	<i>Celebrations- Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</i>	<i>Celebrations- Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</i>		
Reception	<i>Timelines – about my family - Talk about members of their immediate family and community. Name and describe people who are familiar to them.</i>	<i>Christmas - recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community. Compare and contrast characters from stories, including figures from the past. Comment on images of familiar situations in the past. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class[ELG].</i> <i>Diwali (video sent in of how they celebrate) – recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community.</i>	<i>Chinese New year/Ramadan - recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community. 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]</i>	<i>Easter - recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community. Compare and contrast characters from stories, including figures from the past. Comment on images of familiar situations in the past.</i>		

<p>Year 1 and 2</p>	<p><i>Christianity and Judaism</i></p> <p>Why are these words special? Pupils learn to name some holy books and talk about the stories from them that they have heard</p> <p>Why are some places special? Pupils learn about places of worship, what they are like and how special they are, and about objects and artefacts associated with them.</p> <p>Pupils find out about some places where religious people love to go and remember – and think of their own favourite places</p>	<p><i>Christianity and Judaism</i></p> <p>How can faith contribute to community cohesion? Pupils learn about the ways being religious makes a difference in a family.</p> <p>Pupils learn that our society includes many religions, and all are worth respecting. In our area or region, they can all be seen first hand</p> <p>Why are some times special? Pupils learn to name celebrations and festivals that are special to each religion, and to themselves.</p>	<p><i>Christianity and Judaism</i></p> <p>What can be learned from the lives of significant people? Pupils take thoughts from some stories of religious founders or leaders and think about what makes these people special</p> <p>How do I and others feel about the universe around us? Pupils explore the puzzling questions that life in the world gives us, and talk about some answers to them from religion. They talk about the questions they would like to ask God</p>
<p>Year 3 and 4</p>	<p><i>Christianity and Hinduism</i></p> <p>Why are these words special? Pupils learn to describe the stories and teachings of holy books, and make links with their own lives and ideas</p> <p>Why are some places special? Pupils learn to describe different places of worship and their symbols, and link ideas about peace, strength, love or courage to ideas about worship.</p> <p>Pupils learn that pilgrimages come in many forms in different religions, making links to the idea of 'life as a journey'</p>	<p><i>Christianity and Hinduism</i></p> <p>How can faith contribute to community cohesion? Pupils learn to describe what difference believing makes in some religions, and to describe their own beliefs, linking them to religious ones.</p> <p>Pupils describe some of the ways a religion is expressed and the impact the faith has on community life. They link the ideas to their own lives</p> <p>Why are some times special? Pupils learn to describe religious artefacts, festivals and practices, linking them to special times they have studied</p>	<p><i>Christianity and Hinduism</i></p> <p>What can be learned from the lives of significant people? Pupils describe the lives and teachings of some great leaders, and make links between their beliefs, the religions they contributed to and themselves</p> <p>How do I and others feel about the universe around us? Pupils describe some puzzling questions about God and humanity, and some answers from different viewpoints. They suggest answers of their own</p>
<p>Year 5 and 6</p>	<p><i>Christianity and Buddhism</i></p> <p>Why are these words special? Pupils learn to describe the stories and teachings of holy books, and make links with their own lives and ideas</p> <p>Why are some places special? Pupils learn to describe different places of worship and their symbols, and link ideas about peace, strength, love or courage to ideas about worship.</p> <p>Pupils learn that pilgrimages come in many forms in different religions, making links to the idea of 'life as a journey'</p>	<p><i>Christianity and Buddhism</i></p> <p>How can faith contribute to community cohesion? Pupils learn to describe what difference believing makes in some religions, and to describe their own beliefs, linking them to religious ones.</p> <p>Pupils describe some of the ways a religion is expressed and the impact the faith has on community life. They link the ideas to their own lives</p> <p>Why are some times special? Pupils learn to describe religious artefacts, festivals and practices, linking them to special times they have studied</p>	<p><i>Christianity and Buddhism</i></p> <p>What can be learned from the lives of significant people? Pupils describe the lives and teachings of some great leaders, and make links between their beliefs, the religions they contributed to and themselves</p> <p>How do I and others feel about the universe around us? Pupils describe some puzzling questions about God and humanity, and some answers from different viewpoints. They suggest answers of their own</p>

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