



RE Long Term Planning Overview

	AUTUMN	SPRING	SUMMER
EYFS	<p>Using the Surrey Agreed RE Syllabus children should be provided opportunities to explore these key questions throughout their time in the Foundation Stage:</p> <ul style="list-style-type: none"> • Who am I, and where do I belong? • Why do we have celebrations? • What makes a place special? • What can we learn from stories? • What makes our world wonderful? • These are deigned to connect RE with the EYFS curriculum and build children’s understanding of the three core concepts of specialness, celebration and belonging. 		
NURSERY	<p>22-36 months – People and Communities</p> <ul style="list-style-type: none"> • Has a sense of own immediate family and relations • In pretend play, imitates everyday actions and events from own family and cultural background, eg. making and drinking tea 	<p>22-36 months – People and Communities</p> <ul style="list-style-type: none"> • Beginning to have their own friends • Learns that they have similarities and differences that connect them to, and distinguish them from others 	<p>30-50 months – People and Communities</p> <ul style="list-style-type: none"> • Shows interest in the lives of people who are familiar to them

<p>RECEPTION</p>	<p>30-50 months – People and Communities</p> <ul style="list-style-type: none"> Remembers and talks about significant events in their own experience Recognises and describes special times or events for family or friends 	<p>30-50 months – People and Communities</p> <ul style="list-style-type: none"> Shows interest in different occupations and ways of life Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family 	<p>40-60+ months – People and Communities</p> <ul style="list-style-type: none"> Enjoys joining in with family customs and routines <p>Early Learning Goal – Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others and among families, communities and traditions.</p>
<p>KS1</p>	<p>By the end of KS1. Pupils will be able to:</p> <ul style="list-style-type: none"> Identify similarities in features of religions and beliefs Re-tell religious, spiritual and moral stories Identify possible meanings for stories, symbols and other forms of religious expression Identify how religion and belief is expressed in different ways. <p>Using the Surrey Agreed RE Syllabus, the children will explore a number of themes and activities to fulfil the national curriculum legal requirement that: Every state-funded school must offer a curriculum which is balanced and broadly based, and which:</p> <ul style="list-style-type: none"> promotes the spiritual, moral, cultural, mental and physical development of pupils, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life. <p>Children are introduced to the study of Christianity, and aspects of Judaism and Islam and incorporating, where appropriate, consideration of non-religious worldviews.</p> <p>Compulsory units are in black. We have selected the ASU (additional study units, in blue) to complete the legally required 36 hours each year in Years 1 &2 .</p>		

<p style="text-align: center;">YEAR 1</p>	<ul style="list-style-type: none"> • Christianity: <u>Why should we look after our World ?</u> (comparative) (suggested time 3- 4 hours) • ASU <u>Why is Harvest a worldwide celebration?</u> (suggested time 3 hours) • Judaism: ASU <u>How does the driedel help Jewish families to remember?</u> (suggested time 3- 4 hours) • Christianity: Christmas (Incarnation; salvation; gospel-‘good news’) <u>Why is Christmas important to Christians?</u> (suggested time 2-3 hours) 	<ul style="list-style-type: none"> • Christianity: God (Father and Creator) unit. <u>What do Christians believe God is like?</u> (suggested time 5 hours) • Christianity: The Church (the people and the kingdom of God). <u>Why is “Church” important to Christians?</u> (suggested time 5-6 hours). • Christianity: Easter (salvation; gospel-‘good news’). <u>Easter Y1: What do eggs have to do with Easter?</u> (suggested time 2-3 hours). 	<ul style="list-style-type: none"> • Christianity: The Bible (Story of the people of God; Salvation – ‘the rescue plan’). <u>Why is the Bible an important book for Christians?</u> ((suggested time 5-6 hours). • Judaism: <u>What is the Torah and why is it important to Jews ?</u> suggested time 5-6 hours).
<p style="text-align: center;">YEAR 2</p>	<ul style="list-style-type: none"> • ASU <u>Is the World a fair place?</u> (suggested time 3 hrs) • Judaism . <u>Why do Jewish families celebrate Shabbat?</u>(suggested time 5-6 hours). • Comparative . <u>Is prayer important to everyone ?</u> (suggested time 3- 4 hours) • Christianity: Christmas (Incarnation; salvation; gospel-‘good news’) <u>What does the Christmas story tell Christians about Jesus?</u> (suggested time 2-3 hours) 	<ul style="list-style-type: none"> • Islam . <u>Who is Allah, and how do Muslims worship him?</u> (suggested time 5-6 hours). • Islam. <u>What is important to Muslim families ?</u> (suggested time 5-6 hours). • Christianity: Easter (salvation; gospel-‘good news’). <u>Easter Y2: Why is Easter important to Christians?</u> (suggested time 2-3 hours). 	<p>Christianity: Jesus Christ (Incarnation; salvation; the kingdom of God; gospel-‘good news’).</p> <ul style="list-style-type: none"> • <u>Who is Jesus?</u> <i>Formerly – who were Jesus’ friends?</i> (suggested 5-6 hrs) • <u>Why did Jesus tell parables?</u> (suggested 4-5 hrs) • <u>Why do Christians call Jesus ‘Saviour’?</u> (suggested 4-5 hrs)

