

LONG TERM PLANNING: 2024/25 Cycle B

Religious Education

As a school we follow the Agreed Syllabus for Religious Education 2022 – 2027 Manchester, Salford, Stockport, Tameside and Trafford. The curriculum aims to ensure that all pupils; know about and understand a range of religious and non-religious world views, express ideas and insights about the nature, significance and impact of religious and non-religious world views and gain and deploy the skills needed to engage seriously with religious and non-religious world views.

Age Phase	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	F1 – Which stories are special and why? F4 – Which times are special and why?	F1 – The Christmas Story F4 – Which times are special and why?	Hearing and discussing stories with themes F2 – Which people are special and why?	Making and eating festival food <u>Easter Unit</u> – The Easter Story	F5 – Where do we belong?	F6 – What is special about our world?
Key Stage 1	Unit 1.1 Who is a Christian and what do they believe?	<u>Christmas Unit</u> – Gifts	Unit 1.2 Who is a Muslim and what do they believe?	<u>Easter Unit</u> – Symbols	Unit 1.4 What can we learn from sacred books (Christians and Muslims)?	Unit 1.6 How and why do we celebrate special and sacred times (Christians and Muslims)?
Lower Key Stage 2	Unit L2.1 What do different people believe about God (Christians and Muslims)?	Unit L2.4 Why do people pray? <u>Christmas Unit</u> – Light	Unit L2.5 Why are festivals important to religious communities (Christians, Muslims and Jewish)?	<u>Easter Unit</u> – Sadness and Joy	Unit L2.9 What can we learn from religions about deciding what is right and wrong?	Unit L2.10 How does family life and festivals show what matters to Jewish people?
Upper Key Stage 2	Unit U2.4 If God is everywhere, why go to a place of worship? (Christian, Hindu and/or Jewish people)	Unit U2.2 What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)	Unit U2.8 What difference does it make to believe in ahimsa (harmlessness) grace and/or ummah (community)?	<u>Easter Unit</u> – Lent	Unit U2.9 What can be done to reduce racism? Can religion help?	Unit U2.10 Green religion? How and why should religious communities do more to care for the earth?