




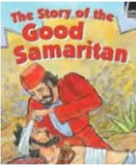
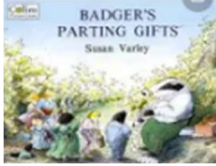


RE Spring Medium Term Plan Hollinswood Primary School and Nursery

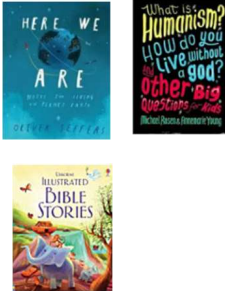
	Substantive knowledge – the stuff of RE	Disciplinary knowledge – how RE is studied	Vocabulary	Big Question and Linked Text
<p>EYFS</p> <p>I know who celebrates what and why (SACRE Reception Unit B)</p> <p>Exemplar units - Telford & Wrekin Council</p> <p>Concepts:</p> <p>religious stories</p> <p>faith</p> <p>beliefs and practices (traditions)</p> <p>symbols</p> <p>places of worship</p> <p>community, remembering and belonging</p>	<p>I know:</p> <p>that different religions/faiths have different celebrations.</p> <p>some stories associated with different celebrations.</p> <p>what a place of worship is e.g. church, temple, mosque</p>	<p>I know:</p> <p>that different religions celebrate in different ways.</p> <p>that stories are associated with different celebrations.</p> <p>that people worship in different places.</p> <p>I know how to:</p> <p>talk about how different religious events are celebrated.</p> <p>talk about how I celebrate in my own family and community.</p> <p>describe symbols I might see in a place or worship e.g. cross.</p>		<p>Who celebrates what and why?</p>  <p>Resources/staff subject knowledge:</p> <p>Exemplar units - Telford & Wrekin Council</p> <p>Learning through Celebrations in Early Years - Is It Time To Play?</p> <p>Let's Celebrate - CBeebies - BBC</p>


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<p>Year 1</p> <p>Special Stories – What can we learn? (Yr 1 SACRE unit B)</p> <p>Exemplar units - Telford & Wrekin Council</p> <p>Concepts:</p> <p>religious stories</p> <p>faith</p> <p>beliefs and practices (traditions)</p> <p>symbols</p> <p>places of worship</p> <p>community, remembering and belonging</p>	<p>I know:</p> <p>that different religions have their own stories</p> <p>that stories are linked to religious celebrations i.e. Holi, Easter</p> <p>that stories link to different beliefs and traditions</p> <p>that religious stories can remind us how to lead our life</p> <p>that stories from religious texts form the basis of faith</p>	<p>I know:</p> <p>that these stories are historical</p> <p>we find stories in religious texts</p> <p>stories are the basis of many religious celebrations and practices</p> <p><u>I know how to:</u></p> <p>re-tell some religious and moral stories in simple ways</p> <p>describe how Christians and Muslims use and respect their holy books</p>	<p>Religions: Islam and Christianity</p> <p>Bible Testament Qur'an Surah Jesus Prophet Muhammad</p> <p>Religion in general:</p> <p>Holy Sacred Special</p>	<p>Special Stories – What can we learn?</p> <p>Bible Qur'an</p>  <p><u>Resources/staff subject knowledge:</u></p> <p>Holi: The story of Holika and Prahad - BBC Teach</p> <p>Easter - Teaching Resources - BBC Teach</p>

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<p>Year 2</p> <p>Symbols of Faith and signs of belonging: Why are they important? (SACRE Yr 2 unit B)</p> <p>New model units - Telford & Wrekin Council</p> <p>Concepts:</p> <p>religious stories</p> <p>faith</p> <p>beliefs and practices (traditions)</p> <p>symbols</p> <p>places of worship</p> <p>community, remembering and belonging</p>	<p>I know</p> <p>what a symbol is</p> <p>that symbols of religion are found:</p> <ul style="list-style-type: none"> in places of worship In other places i.e. books, clothing <p>that different symbols are associated with different religions</p> <p>that symbols are used to represent a person's faith</p>	<p>I know:</p> <p>symbols are part of beliefs and practices (traditions)</p> <p>meanings behind symbols in beliefs and practices</p> <p>I know how to:</p> <p>identify symbols of celebrations</p> <p>explain the importance of symbols</p> <p>reflect on what I have learnt about the importance of symbols</p> <p>respond sensitively to the 'special objects' of two religions.</p> <p>recognise similarities between communities</p> <p>make links between their own 'special objects' and some artefacts of religions.</p> <p>Visit/Visitor opportunities:</p> <p>Place of worship: Telford Minster/Malinslee church.</p> <p>Experience Easter</p> <p>Contact pam.spellen@telfordminster.org</p>	<p>importance</p> <p>celebration</p> <p>annual</p> <p>Symbol</p> <p>symbolism</p> <p>dove</p> <p>Holy</p> <p>worship</p> <p>candle</p> <p>Sikh</p> <p>Sikhism</p> <p>Kara</p> <p>kirpan</p> <p>Ik Onkar,</p> <p>khanda</p> <p>Christian</p> <p>Christianity</p> <p>crucifix</p> <p>crown of thorns</p>	<p>Symbols of Faith and signs of belonging: Why are they important?</p> <p>Bible</p>    <p>Resources/staff subject knowledge:</p> <p>RE Signs and Symbols KS1 Christianity Teaching Pack - Twinkl</p> <p>Which signs and symbols will you find in a church? Westminster Abbey (westminster-abbey.org)</p> <p>RE: Sikhi Symbols and Meanings - Year 3 Lesson Pack - Twinkl</p>

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<p>Year 3 Living in Harmony: How do we show we care? (SACRE Yr 3 Unit B)</p> <p>Exemplar units - Telford & Wrekin Council</p> <p>Concepts:</p> <p>religious stories</p> <p>faith</p> <p>beliefs and practices (traditions)</p> <p>symbols</p> <p>places of worship</p> <p>community, remembering and belonging</p>	<p>I know:</p> <p>that religion may affect the way a person lives</p> <p>that stories have meaning for religious believers</p> <p>how and why music helps some people to care or to worship God</p> <p>that the teaching of religious leaders can relate to caring</p> <p>how religious practice influences how people live their lives, especially in regard to caring for others</p>	<p>I know:</p> <p>there are links between beliefs, values and opinions about caring</p> <p>I know how to:</p> <p>describe features of different religions and worldviews</p> <p>recall some aspects of a religious story</p> <p>retell a religious story in my own words</p> <p>respond thoughtfully and describe how music expresses ideas about caring</p> <p>talk about issues of good and bad, right and wrong in familiar situations</p> <p>Visit/Visitor opportunities:</p> <p>Experience Easter Contact pam.spellen@telfordminster.org</p>	<p>The language of shared human experience:</p> <p>Caring Sharing Friendship Forgiving Goodness Generosity Kindness</p> <p>Specific religions: Christianity Bible Jesus Gospel Sikhism Guru Langar Sewa Islam Prophet Hadith Judaism Torah Shabbat</p>	<p>Living in Harmony: How do we show we care?</p>   <p><u>Resources/staff subject knowledge:</u></p> <p>Fischy music: some songs now available via amazon/spotify.</p> <p>Two Candles Burn (Shabbat) - YouTube</p>

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<p>Year 4 Why do some people think Jesus is inspiring? (SACRE Y4 Unit C)</p> <p>Exemplar units - Telford & Wrekin Council</p> <p>Concepts:</p> <p>religious stories</p> <p>faith</p> <p>beliefs and practices (traditions)</p> <p>symbols</p> <p>places of worship</p> <p>community, remembering and belonging</p>	<p>I know:</p> <p>Jesus is represented in different ways</p> <p>the symbolic language used for Jesus</p> <p>images of Jesus are expressions of faith and worship;</p> <p>why Jesus is important to Christians today</p> <p>that we are all inspired by other people sometimes.</p>	<p>I know:</p> <p>the impact that believing in Jesus has on a Christian's life</p> <p>I know how to:</p> <p>Show awareness of how different people describe Jesus</p> <p>describe simply some different interpretations of Jesus' teaching and life</p> <p>ask and consider some important questions about Jesus, making links between <i>my own</i> and others' responses</p> <p>Use my developing religious vocabulary, to show <i>my understanding</i> of what Jesus means to Christians</p> <p>Visit/Visitor Opportunities</p> <p>Experience Easter Christian religious leader to visit school/class Contact pam.spellen@telfordminster.org</p>	<p>The specific religion: Christianity</p> <p>Christ Jesus Christian Gospel Jew Teacher Rabbi Shepherd Light Parables Disciple Miracle Crucifixion Resurrection Incarnation</p> <p>Religion in General: Follower Founder God Belief Faith</p> <p>Religious and Human Experiences: Inspiration, excitement, disappointment, betrayal, remembrance, wonder, bewilderment celebration festival reflection</p>	<p>Why do some people think Jesus is inspiring?</p> <p> Little People, Big Dreams series</p> <p></p> <p><u>Resources/staff subject knowledge:</u></p> <p>T2-RE-189-The-Beatitudes-Powerpoint.ppt (live.com)</p> <p>(20+) Facebook – Useful page for image of Christ</p>

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<p>Year 5 Values: what matters most? Exploring right and wrong with Christians and Humanists</p> <p>Exemplar units - Telford & Wrekin Council</p> <p>Concepts:</p> <p>religious stories</p> <p>faith</p> <p>beliefs and practices (traditions)</p> <p>symbols</p> <p>places of worship</p> <p>community, remembering and belonging</p>	<p>I know:</p> <p>not all people are religious</p> <p>different people have different values</p> <p>peace is valued by both Humanists and Christians</p> <p>the difference between right & wrong</p>	<p>I know:</p> <p>my personal values/opinions can affect other people</p> <p>I know how to:</p> <p>retell some simple stories of values</p> <p>identify the values found in the stories</p> <p>suggest meanings in the stories</p> <p>respond sensitively to questions about own values</p> <p>describe some Christian and Humanist values simply using specific vocabulary</p> <p>make links between their own behaviour and the values they hold, and the values they study</p> <p>apply ideas about what really matters my ideas about love, forgiveness, truth, consequences and honesty</p> <p>Visit/Visitor Opportunities</p> <p>Experience Easter Christian religious leader to visit school/class Contact pam.spellen@telfordminster.org</p>	<p>Specific religions: Christianity: love forgiveness peace honesty prayer worship fellowship Humanism integrity truth personal responsibility reciprocity atheism Religious and Human Experiences: choice good and bad right and wrong morality values consequences</p>	<p>Values: what matters most?</p>  <p>Resources/staff subject knowledge:</p> <p>Humanists UK – Think for yourself, act for everyone</p>

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<p>Year 6 Religions in the local community What will make our town/village a more respectful place? (SACRE Yr 6 Unit D)</p> <p>Exemplar units - Telford & Wrekin Council</p> <p>Concepts:</p> <p>religious stories</p> <p>faith</p> <p>beliefs and practices (traditions)</p> <p>symbols</p> <p>places of worship</p> <p>community, remembering and belonging</p>	<p>I know:</p> <p>there are four main religions</p> <p>there are similarities and differences in between religions</p> <p>that different religions are celebrated at different places of worship</p>	<p>I know:</p> <p>It is important to apply ideas like respect, tolerance and community cohesion to some issues of diversity and living together</p> <p>I know how to:</p> <p>show understanding of the richness of religious diversity in the UK today</p> <p>describe some of the religious diversity of our region, referring to people, places and events</p> <p>ask good questions of my own about religious diversity</p> <p>respond sensitively to people with a faith</p> <p>make links between values like respect and tolerance and behaviour</p> <p>explain why harmony is difficult to achieve and express ideas about why it matters for themselves</p> <p>Visit/Visitor Opportunities</p> <p>Experience Easter Christian religious leader to visit school/class Visit Telford Minster/Malinslee Church Visit Shri Radha Krishna Mandir, Dawley Bank Contact pam.spellen@telfordminster.org</p>	<p>Specific religions: Christianity Hinduism Islam Sikhism</p> <p>The language of shared human experience: Tolerance Sensitivity Respect Acceptance</p>	<p>What will make our community a more respectful place?</p>  <p>Resources/staff subject knowledge:</p> <p>Virtual Tour – Triveni Mandir</p> <p>Shri Radha Krishna Temple Telford, Hindu Cultural Resource Centre Telford (hinducrct.org)</p> <p>Exploring religion in England and Wales - GOV.UK (www.gov.uk)</p> <p>Home - RE:ONLINE (reonline.org.uk)</p>