

Baildon Glen RE Long Term Plan

Belong and Believe



EYFS						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	Which places are special to members of our community? (Pathway 1)	Why are some objects special? (Pathway 2)	Who cares for me and how do I help others? (Pathway 3)	Who belongs in my family and community? (Pathway 4)	How do people celebrate special times? (Pathway 5)	How do we understand and care for the world? (Pathway 6)
Why now?	We start our learning in EYFS by learning about special places in the community, we will then build on this knowledge in Year 1 when learning about what it means to belong to a community of belief.	Starting our learning by thinking about which artifacts are special to Jewish people. Then building on this in Year 2 where we will begin to talk about how symbols are used to welcome new life.	We begin our learning in EYFS thinking about how we help others and who cares for us. We will then build on this in Y2 where we will begin to think about how we make good choices.	We start by discussing our families and what makes a good friend. We think about which groups we are a part of, touching on acts of worship. We will build on this knowledge in Y2 where we learn about why some people pray.	We start by learning out special celebrations. Later we will go onto learning about the importance of festivals and how ancient stories influence modern celebrations.	We think about what the world means to us and how can we take care of our world. We investigate the Christian story of creation. We will then build on this in Y1 where we investigate which stories are important to us.

Year 1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	C1.5 Why are festivals important in a community? (Pathway 5) 8 Lessons Visitor – Diwali?	C1.5 Why are festivals important in a community? (Pathway 5) 6 Lessons	C1.6 Which books and stories are important? (Pathway 6)	C1.6 Which books and stories are important? (Pathway 6)	C1.1 What does it mean to belong a community of belief? (Pathway 1)	<i>Focus unit</i> F1.11 How do Hindu Stories help believers live their lives? (Pathways 3 and 6)
Religion/worldviews to include	Christianity, Hindu Dharma, Judaism, non-religious approaches.	Christianity, Hindu Dharma, Judaism, non-religious approaches.	Christianity, Islam, and Sikhi	Christianity, Islam, and Sikhi	Christianity, Hindu Dharma, Islam	
Why now?	Because we previously learnt about how people celebrate special times in EYFS, we will build on our knowledge of celebrations and how ancient stories have influenced modern celebrations.		In EYFS, we learnt about the Christian creation story and how we can look after our world. In this unit we will build on this knowledge by reading different stories from different religions and think about their importance.		Building on our knowledge from EYFS, we investigate different religions and what it means to belong to communities which are a part of these. We will then find out about faiths and beliefs in our community and country in Y4.	
Year 2						

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	C1.3 How can we make good choices? (Pathway 3) 8 Lessons	C1.3 How can we make good choices? (Pathway 3) 7 Lessons Visitor – Buddhism	C1.4 How and why do some people pray? (Pathway 4)	C1.4 How and why do some people pray? (Pathway 4)	C1.2 How are symbols used to welcome new life? (Pathway 2)	<i>Focus unit</i> F1.15 What did Jesus teach and how did he live? (Pathways 3 and 6)
Religion/worldviews to include	Christianity, Judaism, Islam, and non-religious approaches.	Christianity, Judaism, Islam, and non-religious approaches.	Buddhism, Hindu Dharma, Islam	Buddhism, Hindu Dharma, Islam	Christianity, non-religious approaches, Islam, Sikhi	
Why now?	Building on our prior knowledge from EYFS where we looked at who cares for us and how we help others, we will now begin to investigate how we can make good choices linking this to Christianity, Judaism and Islam and what these religions teach us about making the right choices.		Building on our prior knowledge on different groups of worship in EYFS, we now investigate people praying and how different religions worship in different ways. We will then build on this knowledge in Y4 where we learn about Sikhism and why the lives of the Gurus inspire Sikh believers.		Building on knowledge from EYFS, we will now learn about religious and non-religious approaches and discuss how symbols are used to welcome new life. We look at how babies are welcomed into Sikh, Christians and Muslims homes.	

Year 3						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	CL2.6 How do Jews use stories to remember God's covenant? (Pathway 6) 8 Lessons	CL2.6 How do Jews use stories to remember God's covenant? (Pathway 6) 7 Lessons Visitor – Judaism Sabbath Bread Baking	CL2.3 How do the 5 pillars help Muslims to lead a good life? (Pathway 3)	CL2.3 How do the 5 pillars help Muslims to lead a good life? (Pathway 3)	CL2.2 How do different people express their spirituality? (Pathway 2)	<i>Focus unit</i> FL2.13 Why do people follow inspirational leaders? (Pathways 3 and 5)
Religion/ worldviews to include	Judaism	Judaism	Islam	Islam	Buddhism, Christianity, Hindu Dharma, Islam, Sikhi, non-religious approaches.	
Why now?	In year 1 we looked at important stories from Christianity, Islam and Sikhism, we discussed how these were important and what they taught us. In this unit we look the Jewish religion and how jews use stories to remember God's covenant.		We previously learnt how different religions teach us to make the right choices in Y2. We will now build on this knowledge in Year 3 where we investigate how the 5 Pillars of Islam help Muslims to lead a good life.		Building on from our prior knowledge in Y2 on how symbols are used to welcome new life, we now look at how different people express their spirituality and how this is individual for each person.	
Year 4						

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	CL2.5 How do ancient stories influence modern celebrations? (Pathway 5) Visitor – Diwali? 8 Lessons	CL2.5 How do ancient stories influence modern celebrations? (Pathway 5) 7 Lessons	CL2.4 Why do the lives of the Gurus inspire Sikh believers? (Pathway 4)	CL2.4 Why do the lives of the Gurus inspire Sikh believers? (Pathway 4)	CL2.1 What faiths and beliefs can be found in our country and community? (Pathway 1)	<i>Focus unit</i> FL2.12 How does the Bible help Christians to live a good life? (Pathway 3)
Religion/ worldviews to include	Christianity, Hindu Dharma, Judaism, Paganism.	Christianity, Hindu Dharma, Judaism, Paganism.	Sikhi	Sikhi	Buddhism, Christianity, Hindu Dharma, Islam, Judaism, Sikhi, non-religious approaches.	
Why now?	We previously learnt about how people celebrate special times in EYFS and then continued our learning in year 1 when looking at how festivals are important in a community. (Revisiting most religions that were covered in year 1 but now also looking at paganism)		In Year 2 we learnt about different religions and how they pray. In this unit we investigate Sikhism and how Sikhs are inspired but the lives of the Gurus and how Sikhs worship the Gurus.		We previously looked at what it means to belong to a community of belief. We will now look deeper into several religions in and around both our local community and country.	

Year 5						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	CU2.5 How and why are Jewish festivals celebrated today? (Pathway 5) 8 Lessons Visitor – Judaism Q&A/Film	CU2.4 Why do some people go on pilgrimage? (Pathway 4)	CU2.6 What do Christians believe about the old and new covenants? (Pathway 6)	CU2.6 What do Christians believe about the old and new covenants? (Pathway 6)	How do Buddhists live a meaningful life? (Pathway 1 & 4)	<i>Focus unit</i> FU2.11 What is the significance of Easter, Ascension and Pentecost? (Pathway 6)
Religions/ worldviews to include	Judaism	Christianity, Hindu Dharma, Islam, Judaism, Sikhi.	Christianity	Christianity	Buddhism	
Why now?	Building on prior knowledge from EYFS, Y1 and Y4. In Year 5 we will do a more in-depth study into how and why Jewish festivals are celebrated today, building on our knowledge of how Jewish people celebrate festivals and celebrations.	Building on our knowledge of how different people pray in Y2 and how Sikhs are worship the Gurus in Y4, we now investigate pilgrimage and why people go on pilgrimages.	In year 3 we investigated how Jews use stories to remember God’s covenant. We now build on this in Y5 by finding out about what Christians believe about the old and new covenants. We then compare both religions.		In Year 1 and 4 we investigated beliefs in our community. We look closely at the beliefs of Buddhists. This links to learning in the in the previous year where we investigated why some people go on pilgrimages.	

Year 6						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	CU2.2 How do Sikhs symbolise their commitment? (Pathway 2) 8 Lessons	CU2.2 How do Sikhs symbolise their commitment? (Pathway 2) 5 Lessons	CU2.1 What do Hindu people believe about God? (Pathway 1)	CU2.1 What do Hindu people believe about God? (Pathway 1)	CU2.3 What values do people live by? (Pathway 3)	<i>Focus unit</i> FU2.12 Should we forgive others? (Pathway 3)
Religions/ worldviews to include	Sikhi	Sikhi	Hindu Dharma	Hindu Dharma	Buddhism, Christianity, Hindu Dharma, Islam, Judaism, Sikhi, non-religious approaches.	
Why now?	We follow on our learning from year 3 about how different people express their spirituality to now looking deeper into how Sikhs symbolise their commitment.		Building on our prior knowledge of what it means to belong to a community of belief (Y1) and what faiths and beliefs can be found in our local community and country (Y4), we will now do a more in-depth study into what Hindus people believe about God.		We previously learnt about how different religions help us to make good choices in Y2 then we build on this In Y3 where we did a more in-depth study into Islam and how the 5 Pillars of Islam help us to make the right choices. We will now focus on what different religions teach us about the values we should live by.	