RE Long Term Coverage

Pupils are taught knowledge and understanding around a range of religious and worldwide views including a Christian faith and other principal religions with a significant local presence; so that they can understand, describe, explain, analyse and investigate allowing them to appreciate beliefs and practices. Pupils will recognise diversity, meanings and values within and between communities (including their own) and amongst individuals due to their limited exposure to other religions, faiths and beliefs and thus promote tolerance and mutual respect towards others.

	KS1	KS2
National Curriculum Objectives	**from Barnsley RE syllabus**: Key Stage 1: Breadth of study During Key Stage 1 pupils should be taught the knowledge, skills and understanding through the following religions and beliefs, themes, experiences and opportunities: Religions and beliefs a Christian faith b at least one other principal religion c a religious community with a significant local presence, where appropriate d a secular point of view, where appropriate Themes e Believing: what people believe about God, humanity and the natural world f Story: how and why some stories are sacred and important in religion g Celebrations: how and why celebrations are important in religion h Symbols: how and why symbols express religious meaning i Leaders and teachers: figures who have an influence on others locally, nationally and globally in religion j Belonging: where and how people belong and why belonging is important k Myself: who I am and my uniqueness as a person in a family and community Experiences and opportunities l Visiting places of worship with a focus on symbols and feelings, and listening to and responding to visitors from local faith communities m Using all their senses in developing their knowledge, skills and understanding, and developing their creative talents and imagination through art, music, dance, drama and times of quiet reflection n Sharing their own beliefs, ideas and values and talking about their feelings and experiences o Beginning to use ICT to explore religious beliefs and practices in the local and wider community	**From Barnsley RE syllabus**: Key Stage 2: Breadth of study During Key Stage 2 pupils should be taught the knowledge, skills and understanding through the following religions and beliefs, themes, experiences and opportunities: Religions and beliefs a Christian faith b at least two other principal religions c a religious community with a significant local presence, where appropriate d a secular point of view, where appropriate Themes e Beliefs and questions: how people's beliefs about God, the world and others impact on their lives f Teachings and authority: what sacred texts and other sources say about God, the world and human life g Worship, pilgrimage and sacred places: where, how and why people worship, including worship at some particular sites h The journey of life and death: why some occasions are sacred to believers, and what people think about life after death i Symbols and religious expression: how religious and spiritual ideas are expressed j Inspirational people: figures from whom believers find inspiration k Religion and the individual: what is expected of a person in following a religion l Religion, family and community: how religious families and communities practise their faith, and the contribution this makes to local life m Beliefs in action in the world: how religions respond to global issues of human rights, fairness, social justice and the importance of the environment Experiences and opportunities n Encountering religion through visitors and visits to places of worship, and focusing on the impact and reality of religion on the local and global community o Discussing religious and philosophical questions, giving reasons for their own beliefs and those of others p Considering a range of human experiences and feelings q Expressing and communicating their own and others' insights into life and its origin, purpose and meaning, through the creative and expressive arts, and ICT r Developing the use of ICT, particularly in enhancing pupils' awareness of religions globally

Year Group	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Autumn Term 1					
	Year A	**Year B**	**Year A**	**Year B**	**Year A**	**Year B**
Theme	**Christianity- Creation Story**	**Christianity-What did Jesus teach?**	**Hinduism-Divali**	**Judaism-Beliefs and Practices**	**Sikhism-Belief into action**	**Islam-Beliefs and practices**
Objective	To retell the Christian Creation story and to explore how this influences how Christians behave towards nature and the environment.	To re-tell Bible stories that show kindness, and to explore how this makes Christians behave towards other people	To investigate what happens during the festival of Divali and whether the celebrations bring a sense of belonging to Hindus.	To understand the special relationship between Jews and God and the promises they make to each other	To compare the different ways Sikhs put their religion into practice	To understand some of the ways Muslims show commitment to God and to evaluate whether there is a best way.
Coverage	Does God want Christians to look after the world? Does the world belong to God? Should people take care of the world? (Believing/ Behaving)	Is it possible to be kind to everyone all of the time? What can I learn from stories from religious traditions? Should people follow religious leaders and teachings? (Believing/Behaving)	Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? Does participating in worship help people to feel closer to God or their faith community? (Belonging)	How special is the relationship Jews have with God? Do sacred texts have to be 'true' to help people understand their religion? Does participating in worship help people to feel closer to God or their faith community? (Believing/Belonging)	How far would a Sikh go for his/her religion? Do religious people lead better lives? Is religion the most important influence and inspiration in everyone's life? (Believing/Behaving)	What is the best way for a Muslim to show commitment to God? Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others? (Believing/Behaving)
	Autumn Term 2					
	Year A	**Year B**	**Year A**	**Year B**	**Year A**	**Year B**
Theme	**Christianity-Christmas Story**	**Christianity-Christmas; Jesus as a gift from God**	**Christianity-Christmas**	**Christianity-Christmas**	**Christianity-Christmas**	**Christianity-Christmas**
Objective	To reflect on the Christmas story and decide what gifts would be meaningful for Jesus.	To reflect on the Christmas story and the reasons for Jesus' birth.	To understand the symbolism in the Christmas story and think about what the different parts mean to Christians today.	To find out what the true meaning of Christmas is to Christians and compare this with what Christmas means to us	To evaluate different accounts of the Christmas story and understand that stories can be true in different ways	To to evaluate different Christmas traditions and celebrations in the light of their reference and relevance to Christian beliefs in Jesus.
Coverage	What gifts might Christians in my town have given Jesus if He had been born here rather than in Bethlehem? What can I learn from stories from religious traditions? Are symbols better than words at expressing religious beliefs? (Believing/Belonging)	Why do Christians believe God gave Jesus to the world? Is God important to everyone? (Believing)	What is the most significant part of the Nativity story for Christians today? Do sacred texts have to be 'true' to help people understand their religion? Can the arts help to communicate religious beliefs? (Believing/Belonging)	Has Christmas lost its true meaning? Do sacred texts have to be 'true' to help people understand their religion? Is religion the most important influence and inspiration in everyone's life? (Believing/Behaving)	Is the Christmas story true? Do sacred texts have to be 'true' to help people understand their religion? (Believing)	Do Christmas celebrations and traditions help Christians understand who Jesus was and why He was born ?
	Spring Term 1					
	Year A	**Year B**	**Year A**	**Year B**	**Year A**	**Year B**
Theme	**Christianity-Jesus as a Friend**	**Islam-Prayer at home**	**Christianity-Jesus' miracles**	**Judaism-Passover**	**Sikhism-Beliefs and Moral values**	**Christianity-Belief and meaning**
Objective	To identify when it is easy and difficult to show friendship and explore when Jesus may have found it difficult.	To explain what commitment means to us and to Muslims by knowing about how Muslims pray 5 times a day.	To retell Bible stories when miracles have happened and question whether Jesus really did perform miracle	To understand how celebrating Passover and keeping Kashrut (food laws) help Jews show God they value their special relationship with Him.	To understand the relevance of Sikh stories today	To evaluate different beliefs about eternity and to understand the Christian perspective on this.
Coverage	Was it always easy for Jesus to show friendship? What can I learn from religious traditions? Should people follow religious leaders and teachings? (Believing/Behaving)	Does praying at regular intervals help a Muslim in his/her every day life? Who do I believe I am? Does it feel special to	Could Jesus heal people? Were these miracles or is there some other explanation? Do sacred texts have to be 'true' to help people understand their religion? Is religion the most important influence and inspiration in everyone's life? (Believing/Behaving)	How important is it for Jewish people to do what God asks them to do? Do religious people lead better lives? Is religion the most important influence and inspiration in everyone's life? (Believing/Behaving)	Are Sikh stories important today? Do sacred texts have to be 'true' to help people understand their religion? Is religion the most important influence and inspiration in everyone's life? (Believing/Behaving)	Is anything ever eternal? Should religious people be sad when someone dies? How well do funeral and mourning rituals tell you about what a religion believes and about what happens after death? (Believing/Behaving)
	Spring Term 2					
	Year A	**Year B**	**Year A**	**Year B**	**Year A**	**Year B**
Theme	**Christianity -Easter-Palm Sunday**	**Christianity-Easter Resurrection**	**Christianity-Easter - forgiveness**	**Christianity-Easter**	**Christianity-Easter**	**Chrsitianity- Easter**
Objective	To know that Jesus is special to Christians and how His welcome on Palm Sunday shows this.	To retell the Easter story and understand what Jesus' resurrection means for Christians. I	to recall key events in the Easter story and understand why Jesus' crucifixion symbolises hope for Christians.	to understand how Jesus' life, death and resurrection teaches Christians about forgiveness	to question whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.	to examine the influences Christianity still has in the world and evaluate whether it is still a strong religion
Coverage	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Should people follow religious leaders and teachings? Are symbols better than words at expressing religious beliefs? (Believing/Behaving)	How important is it to Christians that Jesus came back to life after His crucifixion? Is God important to everyone? Are symbols better than words at expressing religious beliefs? (Believing)	What is 'good' about Good Friday? Should religious people be sad when someone dies? Do sacred texts have to be 'true' to help people understand their religion? Can the arts help communicate religious beliefs? (Believing)	Is forgiveness always possible for Christians? Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others? (Believing/Behaving)	How significant is it for Christians to believe God intended Jesus to die? Do sacred texts have to be 'true' to help people understand their religion? (Believing	Is Christianity still a strong religion 2000 years after Jesus was on Earth? Do sacred texts have to be 'true' to help people understand their religion? Does participating in worship help people to feel closer to God or their faith community? Is religion the most important influence and inspiration in everyone's life
	Summer Term 1					
	Year A	**Year B**	**Year A**	**Year B**	**Year A**	**Year B**
Theme	**Judaism-Shabbat**	**Islam-Community and belonging**	**Hinduism-Hindu Beliefs**	**Judaism-Beliefs and Practices**	**Sikhism-Prayer and Worship**	**Islam- Beliefs and Moral Values also Summer Term 2**
Objective	to empathise with Jewish children by understanding what they do during Shabbat and why it is important to them	to understand why Muslims visit the mosque and to explore whether this gives them a sense of belonging.	to understand the Hindu belief that there is one God with many different aspects.	to understand different ways that Jews show their commitment to God, comparing their practices in order to explore which shows the most commitment	to understand how Sikhs show their commitment to God and to evaluate if there is a best way.	to identify ways in which Muslims try to lead good lives and how their belief in Akhirah influences this
Coverage	Is Shabbat important to Jewish children? Are religious celebrations important to people? (Believing/Belonging)	Does going to a mosque give Muslims a sense of belonging? Does it feel special to belong? Who do I believe I am? (Believing/Behaving)	How can Brahman be everywhere and in everything? Do sacred texts have to be 'true' to help people understand their religion? Can the arts help communicate religious beliefs? (Believing)	What is the best way for a Jew to show commitment to God? Do religious people lead better lives? Is religion the most important influence and inspiration in everyone's life? Does participating in worship help people to feel closer to God or their faith community? (Believing/Behaving/Belonging)	What is the best way for a Sikh to show commiment to God ? Do all religious beliefs influence people to behave well towards others? Does participating in worship help people to feel closer to God or their faith community? (Believing/Belonging)	Does belief in Akhirah (life after death) help Muslims lead good lives? Should religious people be sad when someone dies? Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others? (Believing/Behaving
	Summer Term 2					
	Year A	**Year B**	**Year A**	**Year B**	**Year A**	**Year B**
Theme	**Judaism-Rosh Hashannah/Yom Kippur**	**Islam-Hajj**	**Hinduism- Pilgrimage to the River Ganges**	**Christianity-Prayer and Worship**	**Christianity-Beliefs and practices**	**Islam- as Summer Term 1**
Objective	to empathise with Jewish children by understanding what Rosh Hashanah and Yom Kippur mean to them	to understand what happens during Hijj and to explore the importance of this to Muslims.	We are learning to understand the significance of the River Ganges both for a Hindu and non-Hindu	to understand how important going to church is to show someone is a Christian.	to understand how Christians show their commitment to God and to evaluate if there is a best way	to identify ways in which Muslims try to lead good lives and how their belief in Akhirah influences this
Coverage	Are Rosh Hashanah and Yom Kippur important to Jewish children? Are religious celebrations important to people?	Does completing Hajj make a person a better Muslim? Does it feel special to belong? Is God important to everyone? (Believing/Behaving)	Would visiting the River Ganges feel special to a non Hindu? Do religious people live better lives? Is religion the most important influence and inspiration in everyone's life? (Believing/Behaving)	Do people need to go to church to show they are Christians? Do religious people lead better lives? Does participating in worship help people to feel closer to God or their	What is the best way for a Christian to show commitment to God? Do religious people lead better lives? Does participating in worship help people to feel closer to God or their faith community? (Believing/Behaving)	Does belief in Akhirah (life after death) help Muslims lead good lives? Should religious people be sad when someone dies? Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others? (Believing/Behaving